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Vol. VI.


No. 4.




NORMAL BULLETIN



Southern Illinois State
Normal University



JULY 1913
Catalog Number




Published Quarterly in
January, April, July, October
CARBONDALE, ILL.



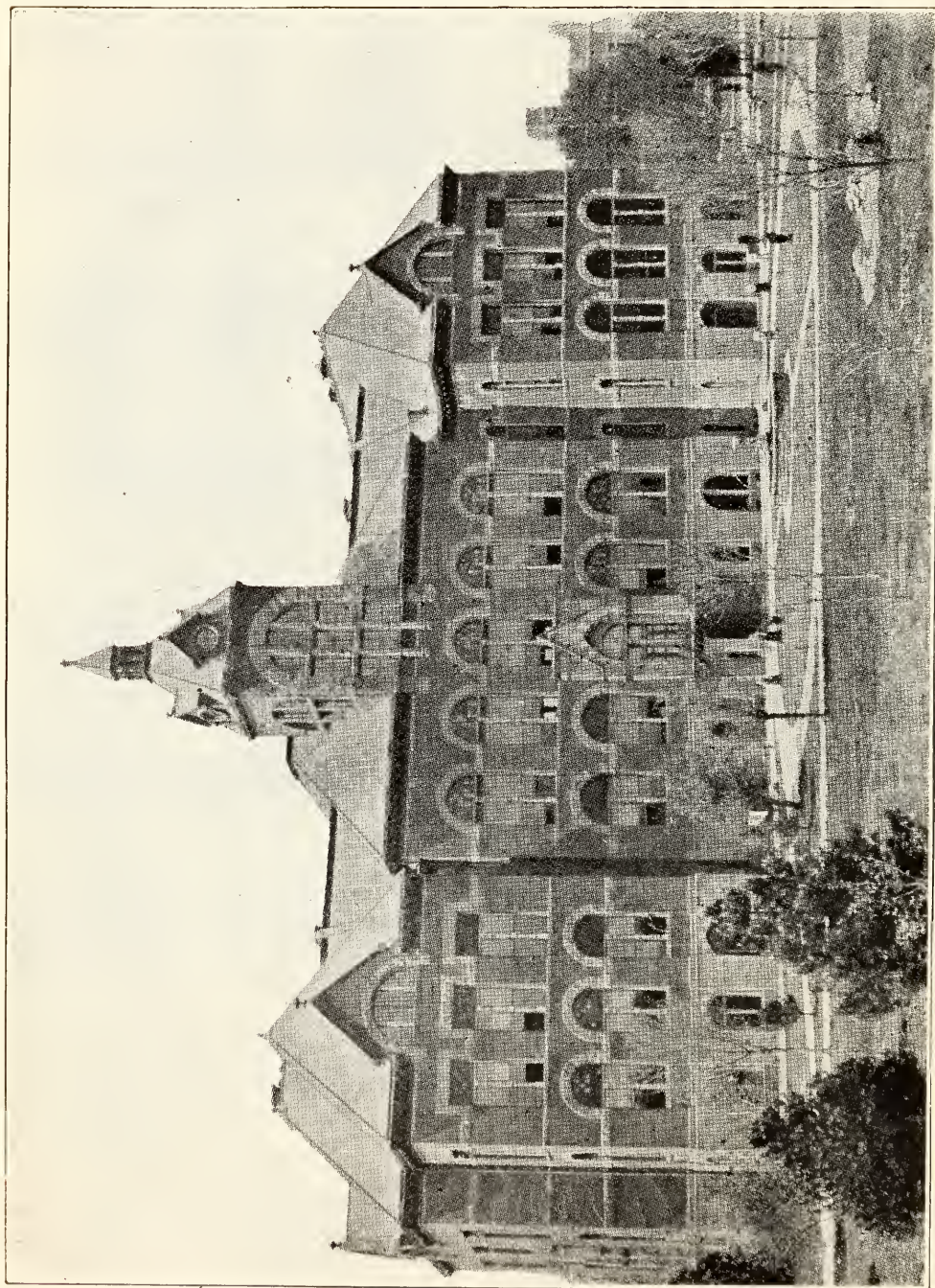
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MAIN BUILDING

Vol. VI.

No. 5.

THE NORMAL SCHOOL BULLETIN

SOUTHERN ILLINOIS
State Normal University
CARBONDALE

JULY, 1913

Catalog Number 1912-1913.



ANNOUNCEMENTS FOR
1913-1914

PUBLISHED QUARTERLY BY THE UNIVERSITY

January April, July, October

Entered as second class matter March 27, 1907, at the post office at Carbondale, Illinois
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1913-1914

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Summer Term, 1913, closes Friday, July 18.

Fall Term opens Tuesday, September 16, 1913.

Fall Term closes Wednesday, December 24, 1913.

Winter Term opens Tuesday, January 6, 1914.

Winter Term closes Thursday, March 19, 1914.

Spring Term opens Tuesday, March 24, 1914.

Spring Term closes Wednesday, June 3, 1914.

Summer Term, 1914, opens Monday, June 8.

Summer Term, 1914, closes Friday, July 17.

CALENDER 1913, 1914.

1913							1914													
JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	..	..	..	..	1	2	3	..	..	1	2	3	4	..
6	7	8	9	10	11	12	4	5	6	7	8	9	10	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	19	20	21	22	23	24	25
27	28	29	30	31	..	..	25	26	27	28	29	30	31	26	27	28	29	30	31	..
..
AUGUST							FEBRUARY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	1	2	3	4	5	6	7	1
3	4	5	6	7	8	9	8	9	10	11	12	13	14	2	3	4	5	6	7	8
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16	18	19	20	21	22	23	22	23	24	25	26	27	28	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
31	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..
SEPT.							MARCH							SEPT.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	1	2	3	4	5	6	7	..	1	2	3	4	5	..
7	8	9	10	11	12	13	8	9	10	11	12	13	14	6	7	8	9	10	11	12
14	15	16	17	18	19	20	15	16	17	18	19	20	21	13	14	15	16	17	18	19
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28	29	30	29	30	31	27	28	29	30
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OCTOBER							APRIL							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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5	6	7	8	9	10	11	5	6	7	8	9	10	11	4	5	6	7	8	9	10
12	13	14	15	16	17	18	12	13	14	15	16	17	18	11	12	13	14	15	16	17
19	20	21	22	23	24	25	19	20	21	22	23	24	25	18	19	20	21	22	23	24
26	27	28	29	30	31	..	26	27	28	29	30	25	26	27	28	29	30	31
..
NOVEMBER							MAY							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	1	2	1	2	3	4	5	6	7	..
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16	17	18	19	20	21	22	17	18	19	20	21	22	23	22	23	24	25	26	27	28
23	24	25	26	27	28	29	24	25	26	27	28	29	30	29	30
30	31
DECEMBER							JUNE							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	1	2	3	4	5	6	1	2	3	4	5
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21	22	23	24	25	26	27	21	22	23	24	25	26	27	20	21	22	23	24	25	26
28	29	30	31	28	29	30	27	28	29	30	31
..

■ Opening day of term. ● Closing day of term.

■ Thanksgiving interim.

HISTORY

An act of the General Assembly of the State of Illinois, approved April 20, 1869, provided for the establishment of this Normal School. By this act it was ordered that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The cornerstone was laid on the 17th day of May, 1870, with impressive ceremonies, by the Masonic fraternity. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a summer session of four weeks was opened, with fifty-three pupils attending.

On the sixth day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire, and before 5 o'clock p. m., despite the efforts of the faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers and citizens, the library was saved, and most of the furniture; also the physical and chemical apparatus. All the material in the museum was lost.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted studies in this, its temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated \$152,065 to replace the first building, then lying in ruins. The foundation and stone walls of the first story were utilized, thus saving from twelve to fifteen thousand dollars.

This building, which is the main one of the entire plant, is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school with much rejoicing on the following Monday.

The Science Building was provided for by an act of the General Assembly in the winter of 1895, appropriating \$40,000 for the purpose.

Thirty-Ninth Annual Catalog of the

It accommodates the physical, chemical and biological laboratories, the museum, gymnasium, manual training and Agricultural Department. It was completed in the fall of '95, and was dedicated in '96. It also provided for the library till May 14, when the books were transferred to the new Library Building, now known as the "Wheeler Library;" so named in honor of the late Judge S. P. Wheeler.

The Library Building was erected in the fall and winter of 1903-4 at a cost of \$30,000. It was dedicated June 7, 1904.

The Forty-fifth General Assembly made an appropriation of \$50,000 for the erection of a Modern Model School Building. This building was completed within the appropriation late in December, 1908, and adds very much to the material equipment of the Institution. It was dedicated with appropriate exercises on January 11, 1909. This building is named in honor of the late President Robert Allyn. The Forty-seventh General Assembly made an appropriation of \$75,000 with which to establish a Woman's Building. This structure will be ready for occupancy by the opening of the fall term of 1913.

AIMS

Educational institutions may be divided according to their aims into four classes:

First: The public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality and patriotism which are essential to the existence and progress of the State. Second: Colleges and universities, whose object is the general and full development implied in complete manhood and in the best preparation for professional life. Third: Professional and polytechnic schools, in which the student is helped in his preparation for his chosen lifework. Fourth: Such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their special object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best physical, mental and professional equipment for teaching.

The State Normal school holds an important relation to the system of public schools. It helps to create and sustain a high standard of educational work. It should serve as a driving force and a balance wheel to the whole system. Sanctioned and supported by the State, it can institute those investigations and experiments which result in much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the State by teaching in the public schools. If the State needs a great university which shall be a center of educational forces, if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal school receive the care and the benefactions of the State. Man is more than all things else, and whatever contributes to his better development is of the highest use.

If the graduates of normal schools shall take high rank as superintendents, principals, and teachers in the public schools, they must possess three elements of success: A full development of mental power, a thorough mastery of the sciences involved, and a thorough training in methods of instruction and school management. If the normal school should neglect the first and second, the graduates would be supplanted by those of other schools; and if they fail in the latter, there would be no good reason for the existence of these institutions. Hence, we aim, first, to insure a broad and thoro culture; and, second, to give special prominence to the professional work peculiar to a normal school. Under the present conditions of Southern Illinois, this school must hold itself ready to do more or less academic work. As the better grades of high school are created in the patronizing territory of the school, the need of the academic phase of the institution will become less and less, and the professional side will be more and more emphasized.

GENERAL INFORMATION

Location, Etc.

Carbondale is a thriving little city of over 5400 inhabitants, healthful and beautiful, with many refined people. It is easy of access, and offers inducements for board and social advantages beyond most places of its size. It has, perhaps, fewer temptations to idleness, and combines religious and educational privileges in a degree greater than the average of towns and cities of its size. Carbondale has no saloons. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and feel assured that economy and industry will be respected and honored by their fellow students and by the faculty. The Illinois Central Railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

University Calendar.

Fall Term begins Tuesday, September 16, and closes Wednesday, December 24, 1913.

Winter Term begins Tuesday, January 6, and closes Thursday, March 19, 1914.

Spring Term begins Tuesday, March 24, and closes Wednesday, June 3, 1914.

Summer Term of 1914 begins Monday, June 8, and closes Friday, July 17.

Length of Terms: Fall, 15 weeks; Winter, 11; Spring, 12; Summer 6.

Commencements: For 1913, Wednesday, June 4; for 1914, Wednesday, June 3.

Terms of Admission.

All applicants for admission must present evidence of good moral character and, to secure free tuition, they must agree to teach in the public school of the State for a time not less than that covered by their attendance on the school. This agreement should not be entered upon unless the applicant fully intends to teach. It may become void, however, if engagement to teach cannot be secured by reasonable effort. In case of a permanent change in plan, the individual is expected to pay to the registrar of the Institution the difference between the regular tuition for the entire time and the incidental fees he has paid.

To be admitted to the Normal department proper of the University, students must have completed their sixteenth year, and present a teacher's certificate or diploma from the county superintendent.

Candidates holding scholarships under the Lindley Bill will usually be placed in the first year of the high school; if not, in the first year of either of the regular courses, provided they bring evidence from their county superintendent that they are able to carry the work.

The Training School receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first four grades.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

Applicants for admission should bring their certificates or diplomas which they may have; or, in absence of these, letters of recommendation as to moral character, etc. It is well for young people to know that some one stands for them, vouching for their conduct and character, and that it is no trifling matter to matriculate in a well organized institution of learning, and become a living factor where the relationship is so vital to all concerned.

Expenses

TUITION.

To those who sign the agreement to teach, tuition is gratuitous; but the ruling of the Board of Trustees of the Institution requires that there shall be an incidental fee charged. At present this fee is \$3 for the term of fifteen weeks, and \$2 for the term of eleven and twelve weeks, and \$1 for the summer term. For non-residents of the State the tuition is \$1 per week. The rates of regular tuition in the different departments are as follows:

Department.	Summer Term.	Fall Term.	Winter Term.	Spring Term.
Normal (Residents of Illinois) . .	\$3.00	\$8.00	\$6.00	\$6.00
Training School	No tuition	4.00	3.00	3.00

The first four grades are admitted without tuition.

BOARDING.

Board can be had in good families in Carbondale at rates varying from \$3.00 to \$4.00 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to \$2.25 per week. Two clubs have been in successful operation for years. By strict economy the whole expense of boarding and tuition may be reduced to less than \$100 per year.

ANTHONY HALL.

With the beginning of the Fall Term the Woman's Building, Anthony Hall, will be opened. This model school home for girls will accommodate about seventy students. It has been erected and furnished at a cost of \$75,000, and every possible provision has been made for the comfort, safety and well-being of its inmates. Board and lodging in this ideal boarding house will be furnished at \$4.00 per week.

DIPLOMAS.

Diplomas are granted to those who complete one of the prescribed courses of study, and will be conferred upon the completion of the work at other times than commencement day, should the student need the same in securing an appointment to teach.

Graduates from the High school department receive a High school diploma.

DISCIPLINE.

Progress in all government has been toward self-government; this is by self-activity and self-control, not by repression from others. Poor teaching requires much discipline. In a typical normal school, discipline is at a minimum because the students are there for purposes which they appreciate. Moral irregularity, especially among young people, is due in a large measure to the lack of proper employment.

Literary Societies.

ZETETIC AND SOCRATIC.

During the first term of the first year of the Institution, September, 1874, the Zetetic Literary Society was organized. Later in the year a sister organization was planned for, and in due time was thoroughly established and christened the Socratic Literary Society. These have a large membership and are well attended.

The more elaborate exhibition of what these societies are able to do is annually given to the public on Monday and Tuesday evenings of Commencement week.

The varied programs of these literary societies from week to week add very materially to the work of the English department in securing additional practice in the delivery of original and other matter, and in the opportunity for becoming acquainted with parliamentary usages, thus fitting the Normal student for more intelligent service in the communities in which he may labor.

The Faculty and Board of Trustees foster, with much care, the best interests of the valuable adjuncts to the literary work of the Institution. Their usual time of meeting is on Friday evening of each week in the halls provided by the University.

Attendance Upon Church.

Students are urged to identify themselves at an early date, after entering the Normal School, with some church of the city. It is usually better to affiliate with the church to which they belong at home, or with which they are most in sympathy as to doctrine and modes of worship.

To counteract the growing tendency toward Sabbath desecration the schools must emphasize the importance of a proper observance of



ANTHONY HALL

the Sabbath day. This the Southern Illinois State Normal School attempts to do by encouraging attendance upon church, Sunday school, and young people's societies.

Those who expect to teach can ill afford to neglect these privileges and opportunities for growth and training along religious lines; for in all communities where they may be employed there will be a demand for such trained service. The country needs a higher type of Christian citizenship, and there are no agencies more potent in this respect than those of the teacher and the school.

Christian Association.

The Young Men's Christian Association and the Young Women's Christian Association each has a well-conducted organization, which meets weekly in a room fitted for their use on the second floor in the Library Building. Their committees look after new students upon their arrival, and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are organized by these societies. The State college secretaries of each of these branches of Christian work pay the Institution a visit twice a year, or oftener, for conference and direction of work. New students upon their arrival may recognize the representatives of these associations by special badges worn, indicating their willingness to render their kindly services whenever needed. These persons may be trusted implicitly in directing strangers to boarding houses and clubs.

Standard of Intellectual and Moral Character.

When it is evident that one who has taken the pledge to teach cannot for any reason become a good teacher, it becomes the duty of some one to advise him to withdraw from the school or to require the payment of tuition.

It should also be understood that the Institution does not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that the new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and progress of the school. It is a helpful influence for a young person to know that some one has vouched for his character. He strives to be worthy of such endorsement, and endeavors to sustain the good word of friends.

Accredited High Schools.

For some years the Southern Illinois Normal School has used the list of accredited High Schools prepared by the University of Illinois.

In cases where the courses of other High Schools is well and favorably known a credit of one year is allowed to students holding diplomas from such schools, and where a student has graduated from a four-year Latin course, he is admitted to the two-year course prepared for such students.

Holders of free scholarships thru the Lindley Bill are admitted to the first year high school course, or in case of special strength to the first year of either of the four-year Normal Courses.

Credit Allowed at The University of Illinois.

Plans have matured which will entitle holders of diplomas from the Southern Illinois Normal University to some specific credits. It may be stated in general terms that those whose records are good may usually be able to complete one of the University courses in two years. Some have done this in less time.

Summer Session.

The summer session has become an established feature of the Institution. For incidental fee and tuition, see page eleven. Due credit will be given all regularly completed work. This term opens on the Monday following commencement and continues six weeks.

In addition to the regular classwork represented by the whole faculty, the entire equipment of the Institution is utilized, including the library, the museum, the biological, chemical and physical laboratories, as far as these are needed.

At least two special lecturers have been secured for the summer term. There will be, also, other courses of lectures in the summer of 1914.

The Library.

The Library proper is in a handsome new building known as The Wheeler Library in honor of Judge S. P. Wheeler, for many years the President of the Board of Trustees. It is open each school day, and from 9 to 12 on Saturdays. The library now contains over 22,500 volumes, including a large and well-selected professional library for teachers. Over two hundred dollars are expended annually for current literature. The best of this is bound each year, at an additional expense of more than one hundred dollars.

DEPARTMENTS

There are two general departments—the Normal department and the Department of Training.

The Normal Department

This department gives thoro instruction in the elementary and higher portions of the school course of study, and indeed fits the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through either course shall not be a novice in his calling upon entering the school room. With this idea in mind every branch prescribed to be taught in the common and high schools of our State is included in our course of study. Accuracy and thoroness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind and habituating it to an unhesitating obedience.

The methods of teaching are distinctively Normal. What the student is required to learn, and the method of presenting it, are both designed to give him who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The training work is designed to fit the students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, special and general method; (2) attendance of practice-teachers upon weekly meetings held for study of methods of instruction and management of pupils and classes; (3) actual teaching in the Practice school, under the wise supervision of training teachers of the Normal school; (4) illustrative lessons taught by the several training teachers and heads of departments; (5) observation work under the special direction of the Superintendent of the Training School.

In the Normal department courses of study are offered. They are as follows: 1. A one-year course based on the Illinois State Course of Study, upon the completion of which a "Certificate of Preparation" is issued. 2. A special two-year course for graduates of four-year high schools. 3. An English course of four years. 4. A German course of four years. 5. A Latin course of four years. 6. An Art course of four years. 7. A course in Manual Training of four years. 8. A course in Household Arts of four years. 9. A course in Agriculture of four

years. 10. A Business course of four years. 11. A Professional course of one year for graduates of reputable colleges. 12. A degree course of two years. Courses 3, 4 and 5 are based on a preparation equivalent to that required for a second-grade certificate in Illinois. Course 12 on a regular diploma course of a State normal school, or its equivalent.

APPLIED SCIENCES AND ARTS COURSES

The Southern Illinois State Normal University invites attention to the new courses of study in Agriculture, Art, Biology, Household Arts and Manual Training to be offered for the first time upon the opening of the Fall Term, September 12. In each of these special subjects a complete Normal course of four year iss offered. Upon the completion of any one of these groups a regular Normal Diploma will be issued. Said diploma to be of equal rank with those from the courses in English and Foreign Languages.

The well equipped laboratories of Manual Training, Domestic Science and Art afford ample facilities for work in these departments. But your attention is especially directed to the introduction of Agriculture into the curriculum.

The State Legislature, at its recent session, made a special appropriation for the purchase of a tract of land, and the equipment of laboratories for the scientific study of Agriculture. These laboratories are being fitted up and will be ready for use by the opening of the Fall Term.

The tract of land of approximately 60 acres, adjoining the campus on the south, has been secured by the Institution and will be available at once. This farm will be laid into demonstrating and experimental plots where numerous experiments and demonstrations in soil treatment, farm crops, vegetable gardening, horticulture, poultry, live stock, bee keeping, etc., will be conducted. Students will do practical work in these lines as a part of their regular class exercises.

A suitable plot will be assigned to the Model School for school gardening and nature study.

Poultry and live stock will be provided for regular class study and experiment.

It is intended to give students in these courses a preparation which is extensive enough and thorough enough to enable them to teach or superintend the teaching of these vocational subjects in the schools of the State.

The Order of Studies.

Students are required to take the studies in the order given in the several courses. In case of failure they are required to bring up back work before advancing further. Reasonable exceptions to these rules are allowed through special permission by the President.

The Training School.

This department enrolled the past year 347 children. These are in charge of the training teachers and the superintendent of the practice school. The practice school is an integral part of the Normal School, and offers an opportunity to teachers to become thoroughly familiar with the most modern methods of instruction and to study at first hand a typical school. Every opportunity is offered for the faculty to illustrate such phases of their work as are of interest and value to the normal student.

The students in the elementary school, for the most part, come from the city of Carbondale. In the upper grades and in the high school, however, are enrolled a large number of non-resident students. The Forty-fourth General Assembly passed the Lindley Act, which enables many worthy students to enjoy the advantages of a high school education at the Normal School. On another page will be found a complete list of courses offered in the high school. An effort has been made to provide a modern high school of the most approved type. Our courses prepare for entrance to the best colleges and universities. The students enrolled in these courses have access to the library, the laboratories, the gymnasium, and all the other facilities provided for the use of the regular normal students. In many instances, the students are enrolled in classes in the Normal school, doing the same academic work, and a large number of the high school courses are taught by professors of the Normal School.

Prospective patrons of the elementary and high school are urged to correspond either with the President of the Normal School or the Superintendent of the Training School for more detailed information.

COURSES OF STUDY

English Course.

FIRST YEAR

Fall Term

C Drawing
B Grammar
English & Ph. Tr.
C Pedagogy
B Physiology

Winter Term

B Arithmetic
B Reading
Botany 4
English & Ph. Tr.
B Geography

Spring Term

B History
B Drawing
Ill. History
English & Ph. Tr.
A Reading

SECOND YEAR

C Literature
A Arithmetic
C Physies
Elementary Music 3
Industrial Arts

A Geography
B Pedagogy
A History
Zoology 4
Industrial Arts 2

Music Methods
Elocution Op'l
B'd Drawing Op'l
A Grammar
D Algebra
Industrial Arts

THIRD YEAR

Rhetoric
C Algebra
Gen. History
B Chemistry
Phy. Tr.

A Drawing Op'l
B Algebra
History of Art Op'l
Gen. History
Practice
Phy. Tr.

A Algebra
A Physiology Op'l
Practice
Gen. History Op'l
A Pedagogy
Phy. Tr.

FOURTH YEAR

Practice
C Geometry
B Literature
Eng. History
Phy. Tr.

Practice
B Geometry
Eng. Essays
B Physics
Phy. Tr.

Phys'l Geog.
Eng. Analysis
A Psychology
A Geometry Op'l
A Chemistry Op'l

Latin and German Courses.

FIRST YEAR

Fall Term

C Drawing
B Geography
L Latin or Ger.
English & Ph. Tr.
C Pedagogy

Winter Term

B Arithmetic
G Grammar
B History
K Latin or Ger.
English & Ph. Tr.

Spring Term

Botany 4
B Physiology
B Drawing
J Latin or Ger.
A Reading

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SECOND YEAR

A Geography	C Physics	Music Methods
I Latin or Ger.	H Latin or Ger.	Elocution Op'l
C Literature	A History	B'd Drawing Op'l
A Arithmetic	Zoology 4	G Latin or Ger.
Elementary Music 3	Practice	D Algebra
Man'l Training 2		B Pedagogy

THIRD YEAR

Rhetoric	A Drawing Op'l	A Algebra
C Algebra	B Algebra	A Grammar
F Latin or Ger.	His. of Art Op'l	D Latin or Ger.
B Chemistry	E Latin or Ger.	A Pedagogy
Phy. Tr.	B Physics	Phy. Tr.
	Phy. Tr.	

FOURTH YEAR

C Latin or Ger.	B Latin or Ger.	A Latin or Ger. Op'l
C Geometry	B Geometry	Practice
B Literature	English Essays	A Psychology
Practice	General History	General History
Phy. Tr.	Phy. Tr.	A Geometry Op'l

Two Year Course.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
Rhetoric	B Arithmetic	Practice
B Geography	A Geography	Elocution Op'l
B Drawing	B History	B'd Draw. Op'l
B Physiology	Practice	B Grammar
B Chemistry	Phys. Tr.	C Pedagogy
		A Reading

SECOND YEAR

Practice	A Drawing	Music Methods
C Geometry	B Algebra	A Latin Op'l
B Literature	B Physics	A Grammar
A Arithmetic	A History	A Psychology
Elementary Music 3	Phys. Tr.	A Geometry Op'l
Industrial Arts 2		B Pedagogy

Agricultural and Biological Courses.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
English	English	English
Algebra	Algebra	Algebra

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Chemistry	Chemistry	Chemistry
Teachers' Sh. Course*	School Management	Drawing (Free Hand)
Poultry*	Crop Production*	Soil Fertility*
Mechanical Drawing*	Zoology—Botany*	Zoology*
Botany*	Latin or German*	Latin or German*
Latin or German*	Phy. Tr.	Phy. Tr.

SECOND YEAR

English	English	English
Physies	Physies	Physiology and Home
History	History	Sanitation
Entomology*	Ornithology 2 days*	Physies
Animal Husbandry*	Horticulture 3 days*	Ornithology 3 days*
Physiology*	Animal Husbandry*	Horticulture 2 days*
	Physiography*	Feeds and Feeding*

THIRD YEAR

English	Com'l Geography	Practice
Com'l Arithmetic	Prin. of Teaching	Pedagogy
Geometry	Geometry	History
Book-keeping*	Book-keeping*	Solid Geometry*
Soil Physies*	Soil Physies*	Botany A*
Nature Study*	Botany**	Farm Mechanics and
Phy. Tr.	Music*	Farmstead*
	Phy. Tr.	Elocution*
		Phy. Tr.

FOURTH YEAR

Practice	Practice	Psychology
Economics	Rural Sociology 3 days	Civics
Soil Fertility and	Home Art 2 days	Science A*
Crop Rotation*	Bacteriology	Selection and
English*	Comparative Embry-	Breeding*
History*	ology*	Apiculture*
Geology*	English*	Practice*
Zoology*—Inverte-	History*	Astronomy*
brate	Geology—Astron.	Adv. Horticulture*
Latin or German*	Zoology—Vertebrate*	Latin or German*
Phy. Tr.	Music*	
	Latin or German	
	Phy. Tr.	

Note.—Students taking a diploma in any group may substitute two terms of work from any other of these groups, with the approval of the President and the one in charge of the department in which the major work is done.

*The student may elect two years of Latin or German and two years of Biology or Agriculture, under the direction of the head of this department. The languages may be taken the first two years or the last two years of the course.

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Art.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
Freehand Drawing (C)	Blackboard Drawing	Art (Work in Color)
English	English	B
Algebra	Algebra	English
Chemistry	Chemistry	Algebra
Phy. Tr.	School Management	Botany
	Phy. Tr.	Phy. Tr.

SECOND YEAR

Art (Work in Color)	Art (Clay Modeling)	Art (Design)
English	English	English
Physics	Physics	Physiology and House
General History	General History	Sanitation
Mechanical Drawing (Manual Training)	Mechanical Drawing (Manual Training)	Manual Training

THIRD YEAR

Art (Design)	Art (Methods of Teaching)	Art (Advanced Work in Color and Char- coal)
English	Principles of Teach- ing	Pedagogy
Manual Training	Geometry	Practice
Com'l Arithmetic	Com'l Geography	Nature Study
Phy. Tr.	Phy. Tr.	History
		Phy. Tr.

FOURTH YEAR

History of Art	History of Art	Psychology
Practice	Practice	Practice
English	Rural Sociology and Home Art	Music
Economics	English or Music	Civics
Phy. Tr.	Phy. Tr.	

Manual Training Course.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
C Drawing	B Arithmetic	B'd Drawing
B Grammar	B Reading	B History
English and Ph. Tr.	English and Ph. Tr.	English and Ph. Tr.
C Pedagogy	Botany	D Physics
B Physiology	B Geography	Benchwork

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SECOND YEAR

C Literature
Gen. History
A & S Algebra
El. Construction

Zoology
Gen. History
A & S Algebra
Woodwork

B Pedagogy
Gen. History
A & S Algebra
Joinery

THIRD YEAR

Rhetoric
C Geometry
Mech. Drawing
C Physics
Woodturning

Decorative Design
B Geometry
Mech. Drawing
B Physics
Pattern Making

B Drawing
A Geometry
Mech. Drawing
A Physics
Cabinet Making

FOURTH YEAR

Practice
Chemistry
Mech. Perspective
Structural Design
Art Metal

Practice
Chemistry
History of Art
Trigonometry
Forging

Practice
Metallurgy
Psychology
Man. Tr'g. Organiza-
tion
Machine Shop

Household Arts Course.

FIRST YEAR

Fall Term

B Grammar
Eng. & Ph. Tr.
Biology
Algebra
Art

Winter Term

B Reading
Eng. & Ph. Tr.
Biology
Algebra
Art

Spring Term

Eng. & Ph. Tr.
Biology
Algebra
Art

SECOND YEAR

C Literature
Geometry
Physiology
Chemistry
Sewing

Geometry
Bacteriology
Chemistry
Sewing

Textiles
Design
Chemistry
Sewing

THIRD YEAR

History
C Physics
Rethoric
Cookery
B Literature

History
B Physics
History of Art
Cookery

History
Chem. of Foods
B Pedagogy
Cookery

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FOURTH YEAR

Practice
Methods
Psychology
Cookery

Practice
A Pedagogy
A Literature
Nutrition
Home Economics

Practice
Sociology
Dietetics
Home Economics

Commercial Course.

FIRST YEAR

Fall Term

Eng. and Phys. Tr.
Ment. Arith.
Pen. and Spell.
C Pedagogy
Joinery (Boys)*
Dom. Sci. (Girls)*
Latin or German*

Winter Term

Eng. and Phys. Tr.
Com'l. Arith.
Adv. Penmanship
Agriculture*
Bench Work (Boys)*
Dom. Sci. (Girls)*
Latin or German*

Spring Term

Eng. and Phys. Tr.
Com'l Arith.
Music
Agriculture*
Practice
Practice
Latin or German*

SECOND YEAR

English
Com'l Arith.
B Reading
Type Writ. & Sten.*
Practice
Latin or German*

English
Rapid Calculations
Gen. History
Type Writ. & Sten.*
Chemistry*
Latin or German*

English
Rapid Calculations
Physiography
Type Writ. & Sten.*
Chemistry
Latin or German*

THIRD YEAR

Rhetoric
Algebra
Bookkeeping
Type Writ. & Sten.
Com'l. Hist.

Com'l Geog.
Algebra
Book-keeping
Type Writ. & Sten.
Practice

Pedagogy
Algebra
Book-keeping
Type Writ. & Sten.
Music

FOURTH YEAR

Banking
Economics
Business Eng. &
Ethics
Type Writ. & Sten.*
Geometry
Latin or French or
German

Corporations
Com'l. Law
Pedagogy
Type Writ. & Sten.*
Geometry
Latin, French or
German

Auditing
Com'l. Law
Physiography
Type Writ. & Sten.*
Geometry*
Latin, French or
German*
Elective*

*Optional.

Two Year Course in Household Arts.

Pre-requisites

High School Diploma

1 year Chemistry

1 year Biology

1 year Art

1 year Physics

FIRST YEAR

Fall Term

Sewing
Rhetoric
Physiology
B Literature
Cookery

Winter Term

Sewing
Bacteriology
Cookery
Textiles

Spring Term

Sewing
Chemistry of Foods
B Pedagogy
Cookery

SECOND YEAR

Practice
Methods
Psychology
Cookery

Practice
A Pedagogy
A Literature
Nutrition
Home Economics

Practice
Sociology
Textiles
Dietetics
Home Economics

HIGH SCHOOL COURSES

English Course.

FIRST YEAR

Fall Term

English
Algebra
Ancient History**
Physiography*
Manual Training* or
Domestic Science*
Physical Training

Winter Term

English
Algebra
Ancient History**
Physiography*
Manual Training* or
Domestic Science*
Physical Training

Spring Term

English
Algebra
Ancient History**
Com. Geog.*
Manual Training* or
Domestic Science*
Physical Training

SECOND YEAR

English
Plane Geometry
Mediaeval History*
Zoology
Manual Training* or
Domestic Science*
Elementary Music*
Physical Training

English
Plane Geometry
Mediaeval History*
Zoology
Manual Training* or
Domestic Science*
History of Art*
Physical Training

English
Plane Geometry
Mediaeval History*
Botany or Physiology
Manual Training* or
Domestic Science*
B'd Drawing
Physical Training

*Optional.

**Required in either the first or second year.

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THIRD YEAR

C Literature	Public Speaking	English Poetry
Advanced Algebra	Algebra and Geom.	Solid Geometry
Physics	Physics	Physics
English History	English History	English History
	B Drawing	B Drawing

FOURTH YEAR***

Rhetoric	English Essays	Fiction
Geology*	Geol-Astronomy*	Astronomy*
Chemistry	Chemistry	Chemistry
American History	American History	Civics
B Literature*	Manual Training*	Trigonometry*
Manual Training*		Manual Training

Language Courses.†

FIRST YEAR

English	English	English
Algebra	Algebra	Algebra
Ancient History	Ancient History	Ancient History
L Latin or German	K Latin or German	J Latin or German
Physical Training	Physical Training	Physical Training

SECOND YEAR

English	English	English
Plane Geometry	Plane Geometry	Plane Geometry
I Latin or German	H Latin or German	G Latin or German
Zoology*	Zoology*	Botany or Physiology
Physical Training	Physical Training	Physical Training
Elementary Music	History of Art*	B'd Drawing

THIRD YEAR

C Literature	Public Speaking	English Poetry
Physics	Physics	Physics
F Latin or German	E Latin or German*	D Latin or German*
Medieval History*	Medieval History*	Medieval History*
Advanced Algebra*	Algebra and Geom.*	Solid Geometry*
	B Drawing	B Drawing

FOURTH YEAR

Rhetoric	English Essays	Fiction
G Latin or German	B Latin or German	A Latin or German
American History	American History	Civics*
Chemistry	Chemistry	Chemistry
		Trigonometry*

***Any of the full year courses in agriculture may be offered as an option in this year.

*Optional.

†French may be taken the third and fourth years in place of German.

†Students who elect this course and desire to complete four years of German and two of French may arrange for substitution.

Vocational Course.†

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
English	English	English
Commercial Arith.	Commercial Arith.	Commerical Corres.
Ancient History	Ancient History	Ancient History
Physiography*	Physiography*	Commercial Geogra-
Benchwork*	Benchwork*	phy*
Zoology*	Zoology*	Benchwork*
		Botany or Physiol.*

SECOND YEAR

English	English	English
Algebra or Shop	Algebra or Shop	Algebra or Shop
Mathematics	Mathematics	Mathematics
Zoology*	Zoology*	Botany or Physiology*
Woodturning and	Woodturning and	Woodturning and
Pattern Making or	Pattern Making or	Pattern Making or
Sewing	Sewing	Sewing
Mechanical Drawing	Mechanical Drawing	Mechanical Drawing
or Design	or Design	or Design
A. S. & A. Chem.*	A. S. & A. Chem.*	A. S. & A. Chem.*

THIRD YEAR

C Literature	Public Speaking	English Poetry
Shop Problems or	Shop Problems or	Shop Problems or
Geometry	Geometry	Geometry
Physics**	Physics**	Physics**
Chemistry**	Chemistry**	Chemistry**
Agriculture*	Agriculture*	Agriculture*
Bookkeeping*	Bookkeeping*	Bookkeeping*
Cookery*	Metal Work*	Metal Work*
Metal Work*	Cookery*	Cookery*

*Optional.

*Students who graduate from the English, or Language Courses are required to complete four regular studies each term, i. e., obtain 48 term credits and in addition they must obtain credit for six terms of Physical Training, one term of Blackboard Drawing and two terms of B Drawing. Physical Training meets one hour on alternate days; the classes in Drawing meet daily for one period. None of these special courses requires preparation out of class.

A special course in Domestic Science, may be arranged by careful selection from the offering in this course.

†To graduate from this course a student is required to complete fifty-seven units and three terms of Physical Training.

**May be taken in either the third or fourth years.

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FOURTH YEAR

Rhetoric	English Essays	Fiction
American History	American History	Civics
Agriculture*	Agriculture*	Agriculture*
Chemistry**	Chemistry**	Chemistry**
Physics**	Physics**	Physics**
Bookkeeping*	Bookkeeping*	Bookkeeping*
Mechanical Drawing or Design	Mechanical Drawing or Design	Mechanical Drawing or Design

Two Year Vocational Course.†

FIRST YEAR

English	English	English
Commercial Arith.	Commercial Arith.	Commercial Corres.
Agriculture*	Agriculture*	Agriculture*
Domestic Science* or Benchwork*	Domestic Science* or Benchwork*	Domestic Science* or Benchwork*
Zoology	Zoology	Botany or Physiology
Mechanical Drawing or Design	Mechanical Drawing or Design	Mechanical Drawing or Design
Physiography*	Physiography*	Com. Geography*
A. S. A. Chemistry	A. S. A. Chemistry*	A. S. A. Chemistry*

SECOND YEAR

English	English	English
Agriculture*	Agriculture*	Agriculture*
Domestic Science* or Woodturning*	Domestic Science* or Woodturning*	Domestic Science* or Woodturning*
Mechanical Drawing or Design	Mechanical Drawing or Design	Mechanical Drawing or Design
Chemistry	Chemistry	Chemistry
Bookkeeping*	Bookkeeping*	Bookkeeping*
Physics*	Physics*	Physics*

*Optional.

**May be taken in either third or fourth year.

†This course is open to specially qualified students. Those who complete thirty units of work will receive a certificate.

Degree Courses.**

Advanced courses leading to the degree of Bachelor of Education.

FIRST YEAR

Pedagogy	Teaching	Pedagogy
Latin	Latin	Latin
Trigonometry	Trigon. & Anal. Geom.	Anal. Geom.
English	English	English
History	History	History
Zoology	Botany	Histology
Greek	Greek	Greek
German	German	German
French	French	French
Geographic Influences on U. S. History	Descriptive Astron. Conservation of Nat- ural Resources	Physics

SECOND YEAR

Sociology	Latin	Latin
Latin	Mechanics	Mechanics
Mechanics	English	English
English	Chemistry	Geology
Greek	Greek	Greek
French	French	French
German	German	German

*Optional.

**Pedagogy and Teaching are required.

Two years of Latin required of graduates of the English Course. German may be substituted for Latin by permission.

Rules Governing the Degree Courses.

The following rules were adopted by the Presidents of the State Normal Schools of Illinois at a meeting held at Macomb, May 7, 1908.

1st. The degree conferred by the Illinois State Normal Schools shall be known as the "Degree of Bachelor of Education."

2nd. The graduates of the Illinois State Normal Schools, or other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate study leading to a degree.

3rd. The graduates of Colleges whose graduates are admitted to the graduate schools of the University of Illinois, University of Chicago or Northwestern University shall be admitted to a course of graduate study of one year leading to a degree.

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4th. The requirements for each year's work in graduate study shall consist of four courses, each a year in length, five hours a week.

5th. Normal School graduate candidates for a degree shall be permitted to take three of the eight courses in absence, provided that the course be taken under the direction of the faculty of the Normal School and that final examinations be taken at the Normal School directing these courses.

6th. The work done by Normal School graduates in approved colleges as defined in rule *three* may be accepted as an equivalent of four of the eight courses required for a degree; the other four courses must be taken in residence at the school conferring the degree.

Programs of Exercises

Fall Term

	Parkinson	Buck	French	Salter	Smith	Allen	Shyrock	Davis	Coyler
1	Office	11	27 & 31	18	15	17	17	33, 34 & 35	14
2		1 B Gram.		C Draw.			3 Rhetoric 3		A Geog. 2
3		2 A Gram. 3		B Draw *	4 H. S. Am. Hist. 4		E Comp.	2 C Physics	B Geog. 1
4				Water Col.			4 B Lit. 4	2 C Physics	
NOON RECESS									
5					3 Gen. Hist. 3	F Latin 3	1 English 1	A Physics	1 Geology
6	4 Psychol. 4*	1 B Gram.		Sup. Draw.	4 Eng. Hist.	C Greek		A Physics	C Geog.
7		1 B Physiology						A Physics	

ASSEMBLY EXERCISES

Winter Term

1							D English	C Physics 2	
2		B Gram. 1		Hist. of Art	B Hist.	B Latin 4	1 B Reading	C Physics 2	2 A Geog.
ASSEMBLY EXERCISES									
3				3 Hist. of Art 3	1 B Hist. 1				C Geog.
4		B Gram. 1			2 A Hist. 2		4 Eng Essays 4		1 B Geog.
NOON RECESS									
5				3 Hist. of Art 3	3 Gen. Hist. 4	E Latin 3	1 English 1	Astron.	Com. Geog.
6		H. S. Gram.		Sup. Draw.		B Greek		4 B Physics 3	1 B Geog.
7		B Physiol.					Pub. Speak.	4 B Physics 3	

Spring Term

1				Design	3 H. S. Eng. Hist. 3		Fiction	A Physics	4 Physiography
2		B Gram *				A Latin 4Op.	2 fiction 20p.	Lab.	B Geog. *
ASSEMBLY EXERCISES									
3		2 A Gram. 3		1 B Draw. 1	4 H. S. Civics 4		A Reading	Lab.	1 B Geog. 1*
4	4 Psychol.				1 Civics & Ill. Hist.			3 A Physics*	C Geog.
NOON RECESS									
5		4 Eng. Anal.			3 Gen. Hist 40p.	D Latin 3		Lab.	
6		B Gram.*		Sup. Draw.	B Hist.*	A Greek	1 A Reading 1	2 C Physics*	
7			B Physiol.	B Draw.				2 C Physics*	

The figures on the left of a study indicate the year in which it comes in the English Course. The figures on the right the year in Latin or German Courses. The star indicates that study is irregular for that term. A. B. for Allyn Building.

Program of Exercises

Fall Term

Ellis	Boomer	Bryden	Burket	Gilbert	Muckleroy	Woody	Bowyer
13	23	9	18	30 & 31	32	3	17
1	B Arith. *		Draw. Gr.		An. Husb.		L German
2	2 C Lit. 2	H. S. Geog.	D Arith.	Physiol.			
3	E. Comp.	4 C Geom. 4	Com. Arith.	Zool.	Soil Phys.	Sewing	I Latin
4	2 H. S. Eng. 2		C Gram.	Zool.	Zool.	Sewing	L Latin 1
5	1 English 1	2 A Arith. 2	C Gram.	Draw. Gr.			
6			C Geog.	Entomology	Soil Fertil.	Sewing	L Latin
7				1 C Draw. 1	Soil Fertil.	Sewing	L Latin

Winter Term

1	D English	1 B Arith. 1			An. Husb.		
2		H. S. Geom.	C Gram.	2 B'd Draw. 2	Arith. & Hor.		
3		4 B Geom. 4	C Gram.		Bot.	Sewing	K German
4	2 H. S. Eng. 2	1 B Arith 1			Bot.	Sewing	K Latin
5	1 English 1		C Hist.	Draw. Gr.	Zool. & Bot 4	Crop Prod.	
6			C Geog.	Clay Mod.	Lab. M. W. T.	Crop Prod	L Latin
7	H. S. English 3	Trig.	C Hist.			Sewing	K Latin

Spring Term

1	C Eng.	1 B Arith. 1*	D Arith.	Ornithol. & Hor.	Feeds & Feed.		
2			C Gram.	2 B'd Draw. 2	F. Mech. & F. S.		
3	1 H. S. Eng. 1	3 C Geom. *	C Gram.	Bot. 4	Bot. Lab.	Sewing	J German
4	English			B'd Draw.	Bot. Lab.	Sewing	J Latin
5	1 English	C Arith.	C Hist.	B'd Draw.	Poultry	Textiles	
6		4 A Geom. 4	C Geog.	Draw. Gr.	Short C. Ag.	Sewing	K Latin
7	H. S. Eng. 3				Short C. Ag.	Sewing	J Latin

The figures on the left of a study indicate the year in which it comes in the English Course. The figures on the right the year in the Latin or German Courses.

The star indicates that the study is irregular for that term. A. B. for Allyn Building

Programs of Exercises

Fall Term

	Pierce	Felts	Browne	Hollenberger	Black	Wham	Powers & Parsons	Petersen	Jones
	22	21	29 & 30	28	22	12	26	32	1-2-3
1	.....	D Arith.	Chem. 1	Phy. Tr.	Bk. Keep.	.....	Mus. Grades	Pat. Mak.	.....
2	C & F Ger. 22	3 C. Alg. 3	Chem. 1	Phy. Tr.	Bk. Keep.	1 C. Ped. 1	Mus. Grades	Man. Tr. Sup.	Methods
ASSEMBLY EXERCISES									
3	I German 2	C Arith. 3	B Chem. 3	Phy. Tr.	.....	1 C. Ped. 1	.....	Mech'l Draw.	Adv. Cookery
4	L German 1	.....	B Chem. 3	Phy. Tr.	Penmanship	B Ped.*	Mus. Grades	Mech'l Draw.	Adv. Cookery
NOON RECESS									
5	.....	D Arith.	H. S. Chem.	1 Phy. Tr. 1	Penmanship	.....	.....	Wood Turn.	.....
6	L French 1	A & S Alg.	H. S. Chem.	.....	1 Phy. Tr. 1	1 C Ped. 1	Elem. Mus. 2	Ind. Arts	Cookery
7	.....	.....	.....	.....	Athletics	.....	.....	Bench Work	Cookery

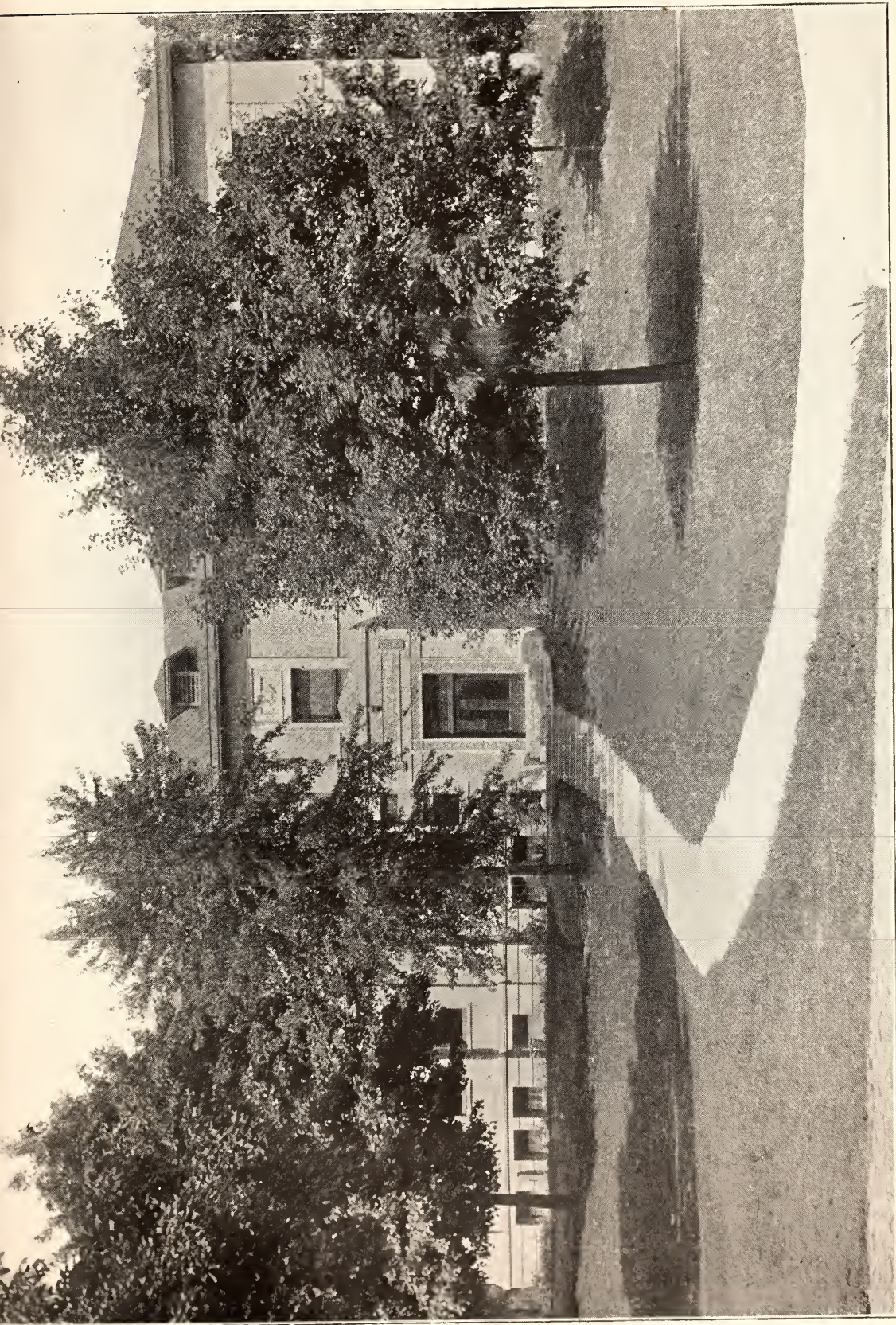
Winter Term

1	.....	1 B Arith. 1	Chem. 2	Phy. Tr.	Bk. Keep.	A Ped.*	Mus. Grades	Man'l Tr.	.....
2	B & E Ger.	3 B Alg. 3	Chem. 2	Phy. Tr.	Bk. Keep.	.....	Mus. Grades	Sup'g	Home Ec.
ASSEMBLY EXERCISES									
3	H German 2	C Arith.	B Chem.*	Phy. Tr.	.....	2 B Ped.	.....	.....	Nutrition
4	K German 1	.....	B Chem.*	Phy. Tr.	Penmanship	1 C Ped.*	Mus. Grades	Man'l Tr.	.....
NOON RECESS									
5	.....	.....	.....	1 Phy. Tr. 1	.....	.....	Adv. Music. 2	Man'l Tr.	.....
6	K French	A & S Alg.	4 H. S. Chem. 4	.....	1 Phy. Tr. 1	Hist. of Ed.	2 Elem. Mus.	Man'l Tr.	Cookery
7	.....	1 B Arith. 1	4 H. S. Chem. 4	.....	Athletics	.....	.....	Man'l Tr.	Cookery

Spring Term

1	.....	D Alg.	Chem. 3	Phy. Tr.	Bk. Keep.	Sociology	2 Adv. Mus.	Man'l Tr.	.....
2	A & D Ger.	3 A Alg. 3	Chem. 4	Phy. Tr.	Bk. Keep.	Ped. 1*	Mus. Grades	Sup'g	Home Ec.
ASSEMBLY EXERCISES									
3	G German 2	.....	.....	Phy. Tr.	.....	.....	.....	Mech'l Draw.	Dietetics
4	J German 1	2 D Alg. 2	.....	Phy. Tr.	Penmanship	.....	Mus. Grades	Mech'l Draw.	Dietetics
NOON RECESS									
5	.....	.....	.....	1 Phy. Tr. 1	.....	B Ped. 2	.....	Wood Turn.	.....
6	J French	A & S Alg.	H. S. Chem.	.....	1 Phy. Tr. 1	.....	Elem. Mus.	Bench Work	Cookery
7	.....	.....	H. S. Chem.	.....	Athletics	3 A Ped. 3	.....	Bench Work	Cookery

A number of the above first year classes recite in two or more sections.



MODEL SCHOOL BUILDING

SYLLABUSES OF SUBJECTS

Grammar

MARTHA BUCK

HELEN BRYDEN, ASSISTANT

Two terms in the Normal department have grammar as one of the required branches. Before entering these classes pupils pass an examination equivalent to that for a second-grade certificate. Teachers must not only obtain a mastery of the topics studied but also have clear ideas of how to teach them to others.

(B) In this term we study mainly the simple sentence in all its varieties, with proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class.

(A) This term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them. The remainder of the term is used in a special study of methods. The work begins with the first language lesson, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained. The method work is done in connection with illustrative work in the Training Department. The outline in State Course for 7th and 8th grade grammar, is used in this class.

In addition to the work indicated above, the twelfth term is given to English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. Principles of rhetoric and of grammar are reviewed together as they are applied in the complete analysis of entire essays.

RHETORIC, READING, ELOCUTION AND ENGLISH LITERATURE

HENRY W. SHRYOCK

BEULAH N. ELLIS, ASSISTANT

Rethoric and Composition.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts. The paragraph is the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed the work is so arranged that a part of the time may be devoted to paragraph writing in class, the paragraphs being largely narrative, descriptive, expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise", and the effort is mainly directed toward the acquisition of a clean, straight-forward English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.

First Year Composition. This class meets twice a week throughout the entire school year.

Rhetoric. Text, *Forms of Discourse*, Cairns. This class meets five times a week through the fall term.

Reading.

(B) Selections studied, *Marmion* and *Silas Marner*. While the emphasis is placed upon literary analysis of the two masterpieces studied, the elocutionary drill is not neglected.

(A) This class concerns itself with the pedagogy of reading and in the main the work follows the outline in the State Course of Study.

Elocution.

One term's work provided for; text, *Cumnock's Choice Reading*.

Literature.

(C) Texts, Swinton's Studies in English Literature; Johnson's History of Eng. and American Literature. Translations from Old Eng. Prose, Cook and Tinker; Translations from old Eng. Poetry, Cook and Tinker.

(B) Technique of poetry; texts, Lanier's Science of English Verse and Corson's Primer of English Verse; supplementary studies, Macbeth, Paradise Lost, Idylls of the King, Princess.

(A) The Essay; texts, Clark's Manual of English Prose Style; illustrative material drawn from the works of DeQuincy, Macaulay, Carlyle, and Lowell.

Advanced Courses in Rhetoric and Literature.

(A) Public Speaking; (B) Shakespeare Studies, based upon As You Like It, Merchant of Venice, Hamlet, The Winter's Tale; (C) Short story, Brander Mathew (D) Advanced Rhetoric: texts, Genung's Working Principles of Rhetoric. (E) Studies in Tennyson. (F) Special course in fiction based on the following works: Bride of Lammermoor, Vanity Fair, David Copperfield, Adam Bede, Kidnapped, Last of the Mohicans, Marble Faun.

LANGUAGES

C. E. ALLEN.

J. M. PIERCE, ASSOCIATE.

EMMA L. BOYER, ASSISTANT.

The Latin and German Courses provide for four years of Latin or German, and pupils are advised to choose one language and take four years of it. Credit is given, however, for four years of foreign language study, with the condition that not less than one year of any language shall be accepted. With this condition pupils may offer French or Greek as well as Latin and German.

Latin.

Eleven terms of Latin are required of all those who take the Latin Course, the twelfth term being optional. An advanced course of two years is now offered. This course is designed primarily to meet the needs of those preparing to teach Latin in the high school.

(Latin L, K, J) Hale's First Latin Book is used as the text throughout the first year. Quantitative pronunciation is taught and pupils are required to mark long vowels in all written work.

(Latin I, H, G) The second year is given to the study of Cæsar and prose composition. Five books of the Gallic War are read, and prose composition based on the first four books is taken from Hale's Latin Composition. Hale and Buck's Latin Grammar.

Seventh Term, (F) Orations of Cicero. First three against Catiline with selections from Sallust's Catiline and prose composition.

Eight Term, (E) Cicero. The fourth against Catiline with selections from Sallust, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

(D) Ninth Term. Ovid. Selections, about 1,500 verses. Greek and Roman Mythology.

(C) Tenth Term. Virgil's Aeneid. First three books. Scanning and Mythology. Study and recitation on Sellar's Virgil.

(B) Eleventh Term. Six books of the Aeneid completed. Sellar's Virgil.

(A) Twelfth Term. Cicero, Essay on Old Age. Phormio of Terence.

Advanced Courses.

First Year.—Livey, (Books XXI, XXII) Horace, (Satires and Epistles). Tacitus, (Germania and Agricola). Suetonius, (Julius Cæsar and Augustus).

Second Year.—Virgil, (Eclogues and Georgics). Juvenal. Review and Methods.

German.

The primary aim in this course is the culture that may be gained from the study and use of a modern foreign language, and from becoming acquainted with Germany and its people through their language and literature. Students are encouraged to have also the practical aims of teaching German and of counting their credits in German towards a degree. To these ends, throughout the course the secondary aims kept in view are: Correct pronunciation, idiomatic correspondence in translating into English, grammatical accuracy in translating into German, fluency in simple conversation, information about Germany, the land and the people; history of the language and its literature; cognate word-study of English and German.

The following books serve as the basis of the work:

First Year.—(L, K, J) Bacon's German Grammar (stories in prose, poems, grammar, and exercises), followed by Bacon's *Im Vaterland* (prose, poems, and songs).

Second Year.—(I, H, G) Storm's *Immensee*. Benedix's *Der Prozess* and *Wilhelmi's Einer muss heiraten*. v. Hillern's *Hocher als die Kirche*. Riehl's *Der Fluch der Schoenheit*. Gore's *German Science Reader*. Through the year poems and songs from *Im Vaterland*.

Third Year.—(F, E, D.) Schiller's *Wilhelm Tell*.

Thiergen's *Am deutschen Herde*.

Fourth Year.—(C, B, A) Goethe's *Hermann und Dorothea*. Schweitzer's *Deutsche Kulturgeschichte in Wort und Bild*.

During the first year, the Hoelzel wall-pictures of the seasons are used as helps in conversation. After the first year, *Aus Nah und Fern*, a periodical publication, is read for its recent news and descriptions of Germany. In addition to the regular classes, *Der Deutsche Verein*, a society open to all students of German, offers further opportunities.

In each year of the course, the study of cognate forms in English and German receives much attention, in connection with the etymologies in the *Century* and *Webster's Dictionaries*, using also the special works of Skeat, and Kluge and Lutz. As students become able to use them, they have access to the etymological dictionaries of Kluge (especially for German), Falk und Torp (*Scandinavian, German, and English*), Walde (*Latin*), Prellwitz (*Greek*), and Koerting (*Romance languages*).

In connection with this word-study, there is discussion of the general nature and development of language. Among the topics treated of are the phonetic basis of language, the physiological classification of sounds, principles of change in language, the shifting of consonants, the graduation and mutation of vowels, Germanic and Indo-European, the relation of English to German, French, and Latin, doublets and synonyms, Germanic and Romanic, Low German and High German, dialects and literary languages, words and meanings, etymology and semasiology, the origin of language in the race and in the child.

French.

One year of instruction in French is given. With the difference in language and country, the method and aims are the same as those in the German study.

First Term—(L French) Easy French.

Second Term—(K French) La Tache du Petit Pierre. Contes by Daubet.

Third Term—(J French) Le Francais et sa Patrie: Prose and Poetry.

Throughout the year Fraser and Squair's Shorter French Course for grammar and composition.

HISTORY

GEORGE W. SMITH.

NORMAL COURSES

United States History

(B) *Text Channing.* The work in this class will begin with the political separation of the American Colonies from Great Britain, and will consider as general topics the following: The Formation of the State Governments; The Continental Congress; The Confederation; The Constitutional Convention; Organization of the Government Under the Constitution; Rise of Political Parties; Internal Development.

(A) *Text, Mace.* In this course the general subjects for discussion are: the general nature of the subject matter of history; the principles and processes of its organization; the phases of elementary history work; and a study of the periods of United States history.

Illinois History.

Illinois History. Text, Smith. Illinois history is a part of the history of the United States. While this is kept constantly in view, the pupil is brought to a realization that this history was made at our very door. Some attention will be given to the spirit of local history and to the method of investigation. Enough time will be devoted to the study of civics to acquaint the pupil with the general organization of national, state, and municipal government. Attention will be given to the duty of the citizen in this political organization.

General History.

Grecian History. Text, West. While the history of Greece will occupy a large share of the time, a brief summary of the oriental nations will be taken.

Roman History. Text, West. This term will be devoted to the period from the founding of Rome to the time of Charlemagne.

Mediaeval Europe. Text, Robinson. European history will occupy the time of the class of the Spring term. The length of the term is such that only a general summary can be taken. Emphasis will be given to the relation of European history to American history.

English History.

English History. Text, Cheyney. English history runs the entire year for third year high school students. Special attention will

be given to the growth of the institutions which have been transplanted in America.

Degree Courses.

Advanced Greek History. Text, Bury. A course in Advanced Greek History is offered to those students who are taking work looking toward a degree from this school. Twelve weeks are required to complete this course.

Roman Political Institutions. Text, Abbott. This course deals with the political life of the Roman people, and makes clear the organization and workings of the government under the Republic and the Empire.

The French Revolution. Text, ———— This course supplements the work given in the third term of the General History Courses.

High School Courses.

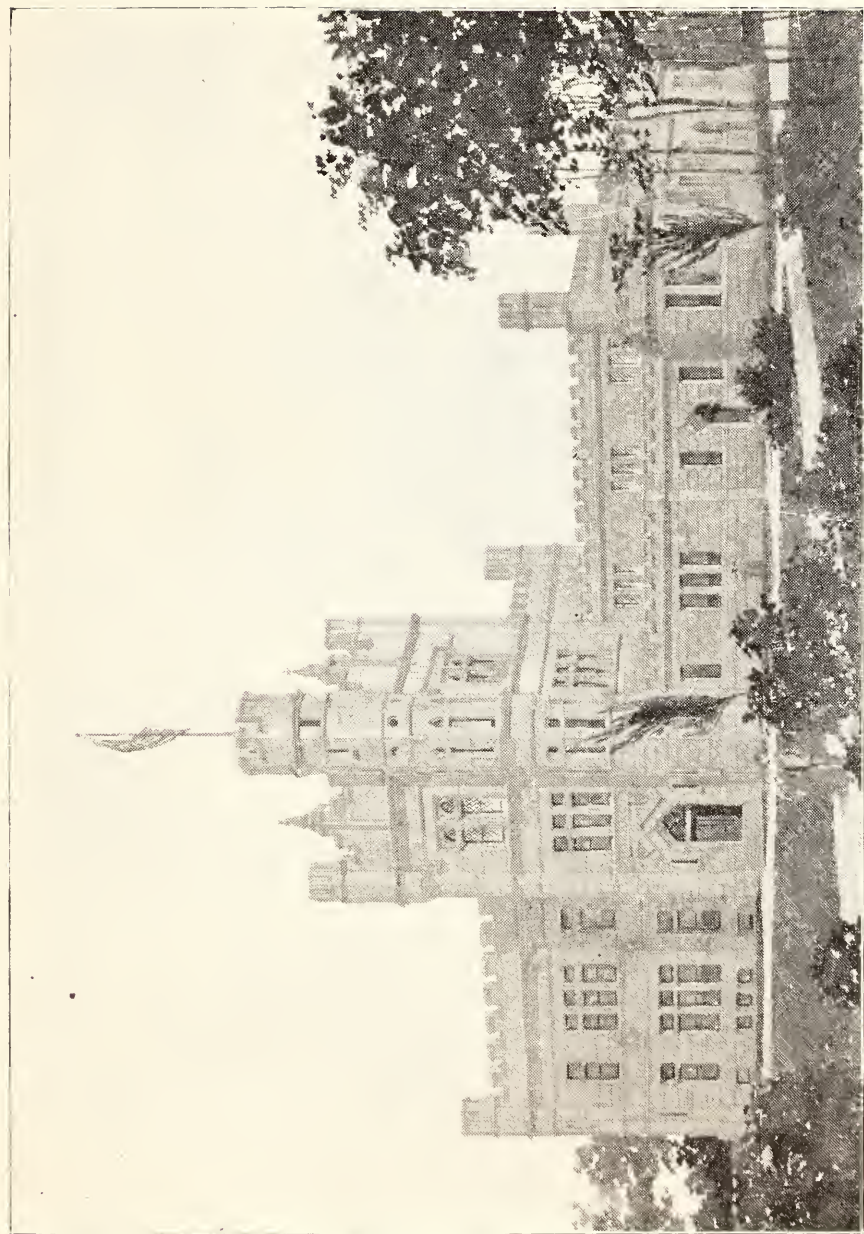
Ancient History. Text, West. Ancient History is required in the first year of the High School. Students keep note books, prepare maps, and do the required amount of reading in the library.

Mediaeval History. Text, Robinson. This study may be taken in the second year of the English Course. Note books, sketch maps, and library work is required as in the preceding study. A limited amount of study in original sources is encouraged.

English History. Text, Cheney. English History is a required study in the third year of the High School for students taking the English Course. Work is required in source materials and in library reading.

American History. Text, Channing. In the High School, American History is a required study during the fall and winter terms.

Civics. Text, Ashley. A course in Civics in the spring term of the fourth year supplements the work of the two terms of American History given in the fall and winter terms.



SCIENCE BUILDING

PHYSICAL SCIENCE

S. E. BOOMER

G. M. BROWNE, ASSOCIATE

Physics

A lecture room and two laboratories are well equipped for the work offered. The laboratory fee is one dollar in each course except D in which there is no fee.

D. This course is given in sub-normal, but it may be taken by those in the normal department who have never studied physics. It deals very largely in a qualitative manner with the common phenomena of every day life. It intends to develop the habit of observation and intelligent interpretation of these phenomena, to make for efficiency in the nature study work of the common schools, and to prepare for those sciences which precede the more advanced courses in physics.

Those who desire to take the county examination in physics and are not prepared for C will receive much help from this course.

Many demonstrations and about twenty-five simple laboratory exercises with a well kept note book constitute the experimental work. Spring term.

C and B. Together these form a complete course in general physics. The aim is to give an appreciation of the physical laws of nature, to study their industrial applications, and to develop the scientific habit of thought. The former which is given both the fall and winter terms covers mechanics, heat, and sound. The latter which is given both the winter and spring terms covers magnetism, electricity, and light.

Texts: A first Course in Physics (Revised), Millikan and Gale. A Laboratory Course in Physics, same authors.

A. Some of the more difficult problems in the above courses receive fuller treatment. The course is intended for those who desire to teach physics and for those who have completed the work in an accredited high school. Fall term.

Texts: Heat, Light, and Sound, Wright. The library contains a sufficient number of texts on the other divisions of the subject for class use.

Astronomy.

The course is very largely descriptive, formal mathematics being reduced to the minimum. The relation of the earth to the heavenly bodies, the changing seasons, the varying forms of the planets, units of time and distance receive attention. The telescope and library are used freely. Winter term.

Text: Todd.

Chemistry.

The facilities for study of chemistry have been much improved in the past few years. The laboratory has been equipped with lockers for each student, chemical and apparatus cases, and a cloak-room. The stock of chemicals and apparatus has been enlarged to meet the demands of large classes.

Chemistry 1.

A course for beginners is offered in the Fall and Summer terms only. This is the chemistry of common things, air, water, the common acids, bases, and a few salts in common use. The course is designed for those pupils taking the course in Agriculture and Domestic Arts.

Chemistry 2.

Chemistry 2 is a continuation of Chemistry 1 which is a prerequisite. This course includes the more common metallic compounds and such chemical theories as are useful in explaining the various phenomena studied. Offered in the winter term only.

Chemistry 3.

The spring term is devoted largely to carbon compounds, those of general interest to the house wife, the farmer, and the general reader being the one selected.

Prerequisite Chemistry 2.

Chemistry 4.

Household Chemistry. This course is required in the Domestic Arts course and includes the chemistry of foods, of nutrition, of cleaning, and testing for the more usual adulterants of food.

Prerequisites Chemistry 3 or High School Chemistry.

All the courses in chemistry require both text and laboratory work; two hours of laboratory work are required for each hour of text work omitted. Chemistry and Chemistry 2 have two hours of recitation and six of laboratory work per week. Chemistry 3 has three recitations per week and four hours of laboratory work.

Chemistry 5.

Industrial Chemistry. This includes the great chemical manufacturing processes, such as the preparation and purification of the metals, glass, pottery, photography, photo-engraving, etching, dyeing, printing, bleaching, sugarmaking, etc. The aim of the course

is to furnish information which the teacher may use to embellish her teaching.

B Chemistry.

This is a course for the third year of the English and Latin students. It includes Chemistry 1 and Chemistry 2.

Prerequisites. B Arithmetic, B Grammar, D Algebra, C Physics, Botany 2, Zoology 2 and C Literature.

Post Graduate Chemistry.

Courses in Qualitative and Quantitative Analysis, and in Determinative Mineralogy are open to pupils of advanced standing.

High School Chemistry.

Text: McPherson and Henderson, General Chemistry. This work extends through the entire year and is the usual college preparatory chemistry. Three periods per week are devoted to recitations and two double periods per week to the laboratory work. This course is also open to students of the degree course and should be taken by all who expect to teach chemistry in high schools.

GEOGRAPHY

F. H. COYLER

General Geography.

....*C Geography. Text, Dodge.* The first part of the term will be taken up with a discussion of the essentials of mathematical geography, also of winds, rainfall, etc. During the remainder of the term the above principles will be applied to continental study, thus showing, how physical and economic conditions effect the life and industries of man.

B Geography. Text, The aim of this course is to make a more intensive study of some country, and to train students to use the various sources of geographic materials, particularly standard works of reference and current magazines.

A Geography. Text, Sutherland, etc. The aim of this course is to discuss method of teaching geography in the various grades in the public schools. It is also the purpose to consider courses of study and lesson plans for the various grades.

Geology and Physiography.

Geology. Text, It is the purpose of this course to consider the general principles and geologic processes involved in geology, and to train the students in clear and accurate thinking. Students will be required to take the work in general geography before registering for this course.

Physiography. Text, Salisbury. It is the purpose of this course to acquaint pupils with the physical side of geography. Emphasis will be placed, however, upon the more essential principles and processes, than upon mere facts. The work in general geography will be required of students before entering this course.

Human Geography.

Commercial Geography. Text, The aim of this course is to consider the human element in geography. Emphasis being placed upon the more important principles governing production, transportation, and consumption of products. To be eligible to this class it will first be necessary to take the work in general geography.

Geographic Influences in History. Text, Semple. This course is offered for the benefit of any students who may wish to make special preparation to teach geography or history in the public schools.

Conservation of our Natural Resources. Text, Van Hise. This course is designed for students who wish to make geography their specialty, or those who may desire to know the extent and wisest use of our natural resources.



SEVENTH GRADE SKETCHING

ART

MATILDA F. SALTER.

GRACE L. BURKET, ASSISTANT.

Realizing the cultural value of Art study and the fact that drawing is one of the best means of mental development, a certain amount of work in this department is required in all courses. Advanced study is offered for those who wish to become supervisors of drawing or who are particularly interested in Art.

First Year. Fall Term.

The principles of perspective are studied and application is made in the drawing of objects singly and in groups; drawings are made also from nature, using as subjects: flowers, fruits, trees and simple landscapes. Some sketching from life. Mediums used are pencil and crayons.

First Year. Winter Term.

A term in blackboard sketching is offered to meet the demand that the teacher shall be able to draw on the blackboard rapidly and clearly for purposes of illustration. Practice will be given in drawing from objects, from memory and from imagination.

First Year. Spring Term.

Work from nature and from still life. Study of the theory of color, standards, and grays. Color harmonies,—dominant, analagous, complementary,—their use and application in simple designs. Water color is the medium used.

Second Year. Fall Term.

This is a continuation of the work of the previous term, taking up more difficult studies from nature, still life and life. Color in its application to design. Water color is the medium used.

Second Year. Winter Term.

Clay modeling from plaster casts, simple animal forms, conventional designs—hand built pottery—models for kindergarten and grades. It is planned to have a kiln so that articles made may be fired and glazed.

Second Year. Spring Term.

Elementary Design. This course includes a study of the principles of design balance, harmony, rhythm and of the terms, tones, measures and shapes. By a series of problems the student is led to a practical application of these principles and terms. Some work in lettering.

Third Year. Fall Term.

Advanced Design. This course involves the practical application of the principles of design in the making of cardboard articles such

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as boxes, waste baskets, lamp shades, designs for stencils, book covers, magazine covers, wall-paper, prints and posters.

Third Year. Winter Term.

The first part of the term will be devoted to decorative drawing and design. The principles will be studied and applied in making of simple objects. The latter part of the term will be taken up with methods of teaching in the grades. Water color, pencil, crayon and ink will be used.

Third Year. Spring Term..

Charcoal drawing from still life and casts. Practice in outdoor sketching and drawing from life.

Fourth Year. Fall Term.

History of architecture and sculpture. A study will be made of architecture and sculpture in order that the student may become familiar with masterpieces in these subjects. A text-book will be used as the basis of instruction but this will be supplemented by talks, reading and pictures. The student will be required to make a note book to cover the work of the term.

Fourth Year. Winter Term.

History of Painting. Some of the principles of art will be studied in their relation to pictures. The subject of how to judge a picture will be discussed. A study of the world's great paintings, their artists and something of the art of the country and the age to which they belong. Educators are awaking to the fact that the nation will never come into its full heritage until it is able to recognize and appreciate the beautiful in life.

MATHEMATICS

WM. TROY FELTS.

WARD TAYLOR, ASSISTANT.

MARY M. STEAGALL, ASSISTANT.

The work in this department is for at least five purposes.

1. To give an understanding of the processes and forms of expression in the several subjects.

2. To secure expertness in the operations.

3. To train the pupil's perception of features of prime importance, his ability to exercise individual judgment and reasoning, and his power to select the logical steps in a demonstration.

To show the value of each subject in its relation to practical or business life.

5. To present the history and pedagogy of each subject.

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra and Geometry.

NORMAL COURSE

Arithmetic.

(B) Second Term, First Year.—A thorough study of the topics in eighth year arithmetic in the State Course of Study. The work aims to secure a full knowledge of principles, processes, and forms for expressing the operations. While the pedagogical aspect of the State Course receives attention, the study of the theory of arithmetic and of its relation to practical or business life is the principal aim. Only pupils of advanced standing can complete this work in one term.

For those who are not prepared to enter the above one course (C) is formed which covers the topics given for the seventh year in the State Course, and one (D) which covers the earlier topics in the text. Advanced students desiring to take the former may receive credit in B for excellent work.

Text, Sensenig and Anderson.

(A) First Term, Second Year.—The work of the first half is based on Smith's Teaching of Arithmetic. Histories of the subject and periodical literature in the library are used freely. Classes in the training school are visited, and each of the critic teachers lectures on the difficulties in her own grades. The second half of the term is given to the pedagogical study of the work of the first six grades as given in the State Course.

Algebra.

The equivalent of twelve weeks of four hours each in the rudiments of algebra will be required for entrance. For those who have not had this before entering, this course will be offered as a sub-normal course.

Four terms are offered in this subject.

(D) Third Term of Second Year.—The work consists of the rudiments of algebra.

(C) Junior Year, First Term.—Well's Essentials of Algebra is the text. Following through simultaneous equations. Outside illustrative and test work. History and pedagogy, as time allows.

(B) Junior Year, Second Term.—Through the theory of quadratics. Outside work as above.

(A) Junior Year, Third Term.—Proportion, series, binomial theorem, and logarithms. Well's Essentials of Algebra is the text.

Students who have graduated from high schools of the Central High School Association standard are required to do but one term of algebra in the Normal Course, provided the student does strong work. If sufficient strength is not shown by one term of work, two terms are required.

Geometry.

(C) Senior Year, First Term.—Well's Essentials is used. The work extends to article 269, in third book. Other texts are used as reference for additional proofs.

(B) Senior Year, Second Term.—Plane geometry is finished.

(A) Senior Year, Third Term.—Solid geometry.

Students have an option of A Geography or Chemistry in the English Course and of A Geometry or Latin in the Latin Course.

In Algebra, in addition to ordinary processes and relations the pupils are led to see its value in training for generalizing.

In Geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for exercise of imagination, for discipline in analysis, and formal statements of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.



INTERIOR GREENHOUSES

AGRICULTURAL AND BIOLOGICAL COURSES

Algebra.

The same entrance requirements for admission to this course as in the Normal Course are required.

Three terms are offered in this subject.

(C) First Year, First Term.—

HIGH SCHOOL COURSES

Algebra.

The entrance requirements are the same as for the Normal Course.

First Year.—Collins' Elements of Algebra.

First Term.—Fundamental operations and factoring.

Second Term.—Greatest common divisor, least common multiple, and linear equations.

Third Term.—Fractions and pure quadratics.

Third Year.—Luby, Touton and Hawkes' Algebra.

First Term.—Review factoring and fractions and complete quadratics.

Second Term, First Half.—Involution, evolution, progressions, permutations, and logarithms.

Geometry.

Second Year.—Wells' Essentials of Geometry.

First Term.—Books I and II.

Second Term.—Books III and IV.

Third Term.—Books V and VI.

Third Year.

Second Term, Last Half.—Solid geometry to art. 286.

Third Term.—Finish solid geometry.

Only those students contemplating entering college or transferring to the Normal Course will be required to take the last term and one-half of algebra, and the same of geometry.

Other Courses.

Those entering the Manual Training Course, Arts and Science Course, Agricultural and Biological Courses, Household Arts Course,

or Vocational Course will be required to do the algebra required in first year high school and the geometry required in second year high school.

The same requirements hold for these courses as for the Normal Course and High School Course.

Advanced Courses.

Work is offered for two additional years. The first year is given to the study of Trigonometry and Analytical Geometry. The second year to the study of Mechanics—Mathematical and Physical.

*By special arrangement students who have strong work in plane geometry may substitute trigonometry (offered the winter term) for solid geometry.

COMMERCIAL COURSE

Bookkeeping, Com'l Arith., Com'l Law, Stenography
and Typewriting.

RICHARD V. BLACK.

ANNE MC OMBER, ASSISTANT

The foremost object of this department is to prepare teachers of commercial subjects for the high schools. There is a steadily increasing demand for teachers of commercial subjects, and especially those who have had Normal training. The student of this line of education has the following advantages: (1) He is prepared as a special teacher in a field not overcrowded, and with salaries considerable above the average. (2) He has a thorough training which will fit him for business, should he conclude not to make teaching his work. (3) He is prepared to enter the Government service as a teacher of these special subjects in the high schools of the Phillippines, where salaries are good and the positions are permanent. (4) He is prepared for work in the Civil Service of the United States, a promising field for alert, ambitious young men not afraid of work and with a desire for advancement.

Bookkeeping & Business Accounting.

This course is taught on the laboratory plan, the student spending two hours daily in the class room. The work begins with the theory of accounts blended with a simple treatment of representative business transactions according to the most approved business methods. The fundamental laws governing the recording of every detail that appears in a trade or business transaction is carefully illustrated and mastered. Students who finish this work satisfactorily are well trained not only to teach the subject but to apply their knowledge in the office as well.

The work begins with the correct forms of Journal-Day Book entries with a mastery of the laws of Debit and Credit; opening Ledger accounts and posting from the books of original entry. The object of the trial balance, loss and gain account, statement of resources and liabilities, how to make them up and how to close all the ledger accounts. The cash book, salesbook, invoice book, bill book, check book are each introduced in regular order and fully demonstrated. The student deals with incoming vouchers, notes, checks, drafts, cash, invoices, bills of lading, and other business papers the same as required in the actual work in the store room or office. One set of single entry is given, the books closed, opened and continued in double entry.

Two or more months work in the Grocery Business, Lumber

Hardware, Wholesale, General Merchandising, Commission, Corporations, and Banking will be placed in the books of original entry, posted and closed according to the latest approved methods of book-keeping. In the last term of the course drill will be given in the methods of auditing as employed by expert accountants.

Stenography & Typewriting.

It is a great advantage for a student to have a working knowledge of shorthand whether he intends to teach it or not. The primary purpose in teaching these subjects is to prepare students to teach them. The demands of the High Schools for competent teachers of these subjects should insure a good position to all who graduate from this department. The success of the student in this work depends largely upon his mastery of the English language; hence it is required that a parallel year's work must be done in the department of English unless this work is waived by that department.

The demand for teachers well equipped in this line is increasing. Those who prove to be experts need not look long for a profitable position. The United States Government, though offering good salaries in the Civil Service cannot secure enough men to fill the positions. In our largest towns are found few if any who are able to do this work. Those who are prepared dictate their prices for public work.

The Gregg system of shorthand is taught, and when mastered one is prepared for Court reporting, the final test as to competency in this line. In typewriting the touch system with an absolute mastery of the keyboard is required.

Commercial Law.

No one disputes the fact that each individual should understand the elements of Business Law. As life becomes more complex and the rights of each person more carefully mapped out the limitations of conduct between individuals need to be studied and clearly understood.

It is not the purpose in this course to make lawyers, but to teach the ways that lead from litigation, and to enable each one to conduct his business dealings with an intelligent idea of legal rights and limitations.

The complete course will deal with the Law of Contracts, Sales of Personal Property, Negotiable Instruments, Agency, Bailment, Partnership, Corporations, Insurance, Real Property, Courts and their Jurisdiction, Pleading and Practice.

Business Arithmetic.

Experience has proven that many students who can solve the difficult problems of a text book in arithmetic often fail in the or-

dinary problems of business. In this course the uses of arithmetic from the standpoint of business life will be fully demonstrated and worked out; how to acquire skill in the handling of numbers; how to check results; how to make problems and how to solve them. At every step accuracy, speed, and self-reliance will be emphasized. Much oral work will be given to develop skill in rapid calculation, as well as close and accurate thinking.

Considerable time will be given to the numerous business forms and problems that come in every day life. Every phase of accounting that is needed to make one proficient for teaching and a business career will be thoroughly presented and mastered.

Penmanship and Spelling.

Two things are sought in Penmanship, legibility and rapidity. The first part of the term is devoted to the analysis of letters and rapid muscular movements. Exercises are given that will assist in the mastery of letter forms. The small letters are classified into seven groups. The type letter of each group is drilled upon till the student finds writing an easy task.

In the second part of the term, drills in combination of letters, and writing capitals is emphasized. Some time is also given to the writing of business forms and business letters.

The work in Spelling is a drill on the words that are in daily use and are commonly misspelled. Special emphasis is given to pronunciation and definitions. The work in this subject meets both the requirements of the teacher and commercial work.

PHYSICAL TRAINING AND ATHLETICS

INEZ L. HOLLENBERGER.

WILLIAM MCANDREW

The course in Physical Training aims to provide for the physical welfare of the student in order to increase his capabilities for mental effort, and to furnish him with a practical system of gymnastics for use in his later professional work. It aims also, in addition to affording daily health and recreation, to make possible that confidence and ease which comes from the sense of a strong body brought under perfect subjection to the will through systematic training.

A large gymnasium, well equipped with light American apparatus and with Swedish and German stationary apparatus, affords every opportunity for indoor exercise, and the large campus and Bayliss Field meet the need for track athletics and out-door games. The free and involuntary exercises inspired by such gymnastic games as basket-ball, volley-ball, captain-ball, and others, make them an important feature of the work in this department. The young men have representative teams in foot-ball, tennis, base-ball, and basket-ball, all of which are subject to the rules and regulations of the department. The young ladies play a series of basket-ball games during the winter term, each class in Normal being represented by a team.

Large rooms fitted up with lockers, dressing rooms and shower baths provided for the students who take part in athletics are a valuable addition to the former equipment.

All students from the eighth grade and all first year Normal students are required to take Physical Training three periods a week. The work is required of all Seniors for two terms and all Juniors throughout the year, two periods a week. Theory of gymnastics is required during the spring term of the Junior year. The work of the other terms of the Junior and Senior years is largely elective, students choosing their exercise from the following: gymnastics or rhythm work in the gymnasium, tennis, basket-ball, foot-ball, field hockey, base-ball, teaching gymnastics in the training school.

An examination is made and measurements are taken of every student at the beginning of the year to consider his physical fitness for the work and prescriptions of suitable exercises are made out for those who are not able to take the regular physical training work.

The work of classes below the Normal will be gymnastics and games.

No student is allowed on the gymnasium floor for work without gymnasium shoes. Young men are asked to provide themselves with the regulation gray gymnasium trousers and quarter-sleeve jerseys,



GIRLS BASKET BALL

and the young ladies with the black blouses and divided skirts. The special costume is to allow perfect freedom of movement during exercise and to save the ordinary apparel from the unusual "wear and tear."

No expense has been spared to make Physical Training attractive, and all students are encouraged to spend some time in the training and recreation offered. A gallery and running track has been placed in the gymnasium and adds much to the pleasure and comfort of both the players in games and those who witness the athletic exercises.

Special attention is given to field sports. An excellent amphitheatre or grand stand has been erected on Bayliss Field. This structure contributes very materially to the interest in athletic work.

The work in athletics has properly adjusted itself to the seasons so that we now have Foot Ball in the Fall Term, Basket Ball in the Winter Term and Base Ball in the Spring Term.

In these games teams are trained to represent the Institution and are awarded with trips to other schools for the purpose of playing match games.

The department owns a full outfit of suits for these games and those who succeed in getting on the first team are furnished with one.

Four Tennis Courts have been placed upon the Campus and equipped in modern style. All students are eligible to play Tennis and are given instruction in the art of the game.

A Tennis Tournament is held during Commencement Week. High School Teams of Southern Illinois are invited to participate in this, competing with the Normal team for a beautiful silver cup. No effort is spared to make school life attractive and beneficial in every way.

During the past five years the Department of Athletics under the direction of the Institution has invited the High Schools of Southern Illinois to participate in an Intellectual and Athletic Meet. This year twenty-five High Schools were here with a total of two hundred eighty-three contestants. This meet has proved to be a very pleasant and interesting occasion for the school people of this section of the state.

PSYCHOLOGY AND PEDAGOGY

GEORGE D. WHAM.

School Management.

The following topics indicate the scope of the course: The first day of the school; the organization of the school; the making of programs; discipline and moral training; securing and holding attention; the technique of the recitation; sanitation and decoration; the teacher's relation to the parents, school board, community and profession.

Bagley's Classroom Management, or its equivalent, is the text. Additional readings as the topic demands.

Principles of Teaching.

The various principles that underlie effective teaching are discussed, illustrated by concrete exercises and problems, and then exemplified in illustrative lessons taught by the teachers of the training school.

Thorndike's Principles of Teaching is the text. Assigned readings in James' Talks to Teachers, and Bagley's Educative Process, furnished by the school.

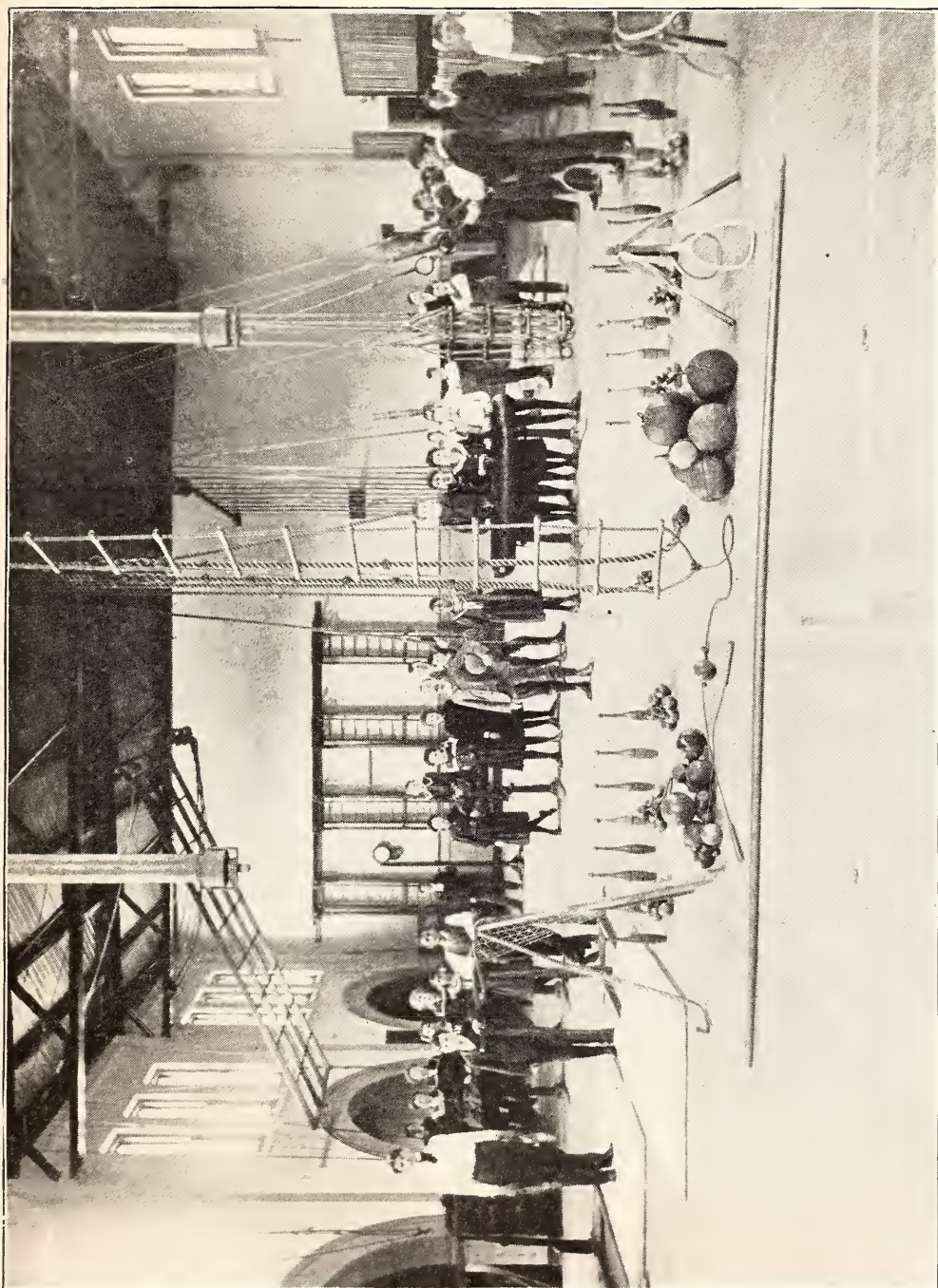
Principles of Education.

The aim of his course is a systematic study of the principles of education as they are derived from the basic sciences of biology, physiology, psychology, and sociology. An important feature of this course is the constant application of principles in the interpretation and criticism of current and proposed educational theories and practice, in the organization of courses of study, and in school administration.

Bagley's Educational Values, Ruediger's Principles of Education, Bagley's Process, Horne's Philosophy of Education and Spencer's Education are the books most consulted. Additional readings in other educational authorities.

History of Education.

The chief aim of this course is to afford the teacher the sanity of judgment that comes only by seeing modern education against its historical background. It traces in the history of nations the evolution of educational ideals and practice in response to social needs and to the contributions of philosophic and scientific thought. The im-



INTERIOR GYMNASIUM

portant periods are studied as they are represented by noted writers and reformers.

Monroe's History of Education will be used as text with additional readings in Graves' History of Education, Quick's Educational Reformers and Painter's Great Pedagogical Essays.

Sociology.

This course includes the consideration of the origin and nature of society and of the great social institutions of family, church, state, and school. Special study of the relation between the individual and society and of educational problems growing out of the complexity of modern society.

Ellwood's Elements of Sociology and Ross's Social Psychology are used as texts. Assigned readings throughout the term.

High School Education.

This course purposes the study of such topics as adolescence; the history, aims and methods of secondary education; the organization of high school courses of study; high school equipment; and the problems of discipline and management peculiar to the high school.

Hall's Youth, DeGarmo's Processes of Instruction, and Hollister's High School Administration will be used. Assigned readings of addresses, reports, and bulletins on high school subjects.

This course attempts to equip the student with an organized knowledge of the phenomena and laws of mental life. It aims also to train the student in the art of introspection in the study of his own mental processes, and thus to increase his power to discern and control the mental processes of others.

It is obvious that such insight and training are not only to the teacher, but to any one who seeks to understand and influence people in any capacity.

Titcher's Primer of Psychology, or its equivalent, will be used as text.

BIOLOGY

J. P. GILBERT.

G. H. FRENCH, CURATOR OF MUSEUM.

Zoology 1.

This is a first course in Zoology for those who have no credit for the subject in a good high school. The course will cover the general field of Zoology, using type studies as a basis for the larger group studies, and as a means of training in method of approach to the study of animals. Considerable emphasis will be placed on field studies as well as on the laboratory and recitation work.

Text. Linville & Kelly's General Zoology.

Zoology 2.

This course in Invertebrate Zoology is primarily for advanced students who wish to teach the subject. Animals will be studied in detail as to the structures and functions of organs. As far as time will permit, studies in morphology, physiology, relation to environment, and the inter-relation of organisms will be assigned to individual students in the laboratory and field. The student is expected to gain some knowledge of methods of research.

Required: Zoology 1, or equivalent.

Zoology 3.

The course in Vertebrate Zoology for advanced students is a combination of Zoology 2, and it will follow the same general plan. Students may take this course before taking Zoology 2, yet they are advised that the better plan would be to follow the order as printed in the course of study.

Required: Zoology 1, or equivalent.

Note.—Students are advised to take entomology and orinthology before they take Zoology 1 or 2.

Zoology 4.

This is an elementary course for students in the English course and language courses. The work will be similar to that of Zoology 1, but continues for only one term.

Physiology—*Text, Walters*

(B) Physiology and Hygiene: This work deals with the general questions of physiology, the various organs of the body and their

functions or uses, in which the latter embraces what is now known on these topics. Hygiene and sanitation are considered through the work.

(A) The work of this course is largely devoted to school, home, town, and state sanitation; the text being enlarged with government publications on the above subjects. This course is only open to those persons who have credits in "B", holders of First-Grade Teacher's Certificates, or who have had at least four months of high school work in physiology using some good modern text.

Histology.

No text book is required in this but the outline used is based on Bohm, Davidorff and Huber's Text-book of Histology. The work is wholly laboratory work, and after the first few papers which are preliminary may embrace a consecutive course in general history for those who design the work as a basis for entrance to a medical college, or the special histology of the nervous system may be taken by those who desire the work as a basis for the better understanding of Psychology. This may embrace besides a study of the general structure of the nerves, spinal cord and brain, cerebral localization.

Entomology.

Insects will be studied as to their life histories, adaptive structures, relation to environment, economic importance, and as agents for the spread of disease. The locust, the honey bee, the housefly and other forms will be studied in detail as to their habits, external structures and adaptations, internal anatomy, etc. The relation of insects to crops, truck garden, fruit, lawn, and shade tree injury will be studied and remedies and preventive measures discussed at length. Much emphasis will be placed upon field studies. In presenting the subject it will be borne in mind that Entomology is especially adapted to use in the public schools.

Text. Folson's Entomology.

Ornithology.

This class will be expected to learn to recognize practically all the common birds of the season, and to this end frequent field trips must be made. For bird anatomy the English sparrow or the pigeon will be used. The economic importance of birds in insect and weed seed destruction, in relation to crops and seed dispersal, will be emphasized. A bird calender will be kept by each student, and bird protection will be discussed.

Apiculture.

The honey bee will be studied as to its adaptive structures, the history of a bee colony, the making of new swarms, comb and extracted honey production, and bee diseases and treatment. Various types of hives will be set up in the laboratory. Colonies of bees will be available for work and the instructor will demonstrate queen rearing, etc., for the class. Colonies will be available for the use of individual students who desire to do the practical work of the bee keeper. The relation of the bee to fruits and flowers and the profits of the bee keeper will be discussed. Types of hives and methods most suitable for the professional or business man or farmer, who wishes to have an attractive and profitable "side" business of a few colonies of bees, will be given especial attention.

Comparative Embryology.

The chick embryo will be studied in some detail, while eggs of the frog, squash bug and other forms will be studied in comparison. The "recapitulation theory" will be discussed in this connection. The course will, of necessity, be brief and elementary, but it should be of great value in giving the student of Biology and Agriculture some insight into one of the most fertile sources of our knowledge of animals and their various adaptive structures.

Botany 1.

Botany 1, like Zoology 1, is a first course in the subject for students who do not have high school credit for it. As far as possible the course will cover the general field of Botany and attempt to make the student somewhat familiar with the most common plants and their structures, life histories, methods of reproduction, etc. Plant societies and ecology with some simple physiological studies will serve as the basis for a portion of the field work.

Botany 2.

This is a course for advanced students, and it is planned primarily for those who wish to teach the subject. The course will cover the lower plant forms and will deal with life histories, morphology, physiology, ecology, struggle for existence, etc., with as many problems assigned to individuals as possible. Higher plants will be reached towards the close of the term.

Required: Botany 1 or equivalent.

Botany 3.

This course is a continuation of Botany 2 and will deal with the higher plants. Ecological studies and physiological experiments will be made, and life histories and structures of organs will be studied in greater detail. Problems of reproduction, pollination, seed dispersal, etc., will be studied. One may take this course before taking Botany 2, but students are advised to follow the printed course.

Required: Botany 1 or equivalent.

Botany 4.

This course is for students in the English course and language courses. It continues for one term and is similar to Botany 1.

Nature Study.

THIRD YEAR. FALL TERM.

This course has for its purpose a discussion of the meaning of nature study and the aims of the nature study movement. Material suitable for use in schools will be discussed. The class will spend considerable time in the field finding materials suitable for the use of the teacher.

AGRICULTURAL DEPARTMENT

RENZO MUCKELROY.

H. B. PIPER.

The aim of the Agricultural Course is first to reach the country boy in the country school by giving to the teachers a fair conception of the subject matter that they in turn may present the work, and second to make the teaching and demonstration so practical that those who do not care to teach may find safe and profitable employment on the farm.

The last two General Assemblies have appropriated \$24,000 for the purchase and equipment of a 60 acre farm and the furnishing of laboratories for instructional purposes. The farm lies just south of the campus and is a typical Southern Illinois farm. On this farm the principles of scientific farming in relation to systems of permanent agriculture will be demonstrated. Systems of grain and live stock farming, horticulture, gardening, poultry keeping, dairying, and pure bred live stock production will be taught.

The following is a brief description of the several courses offered.

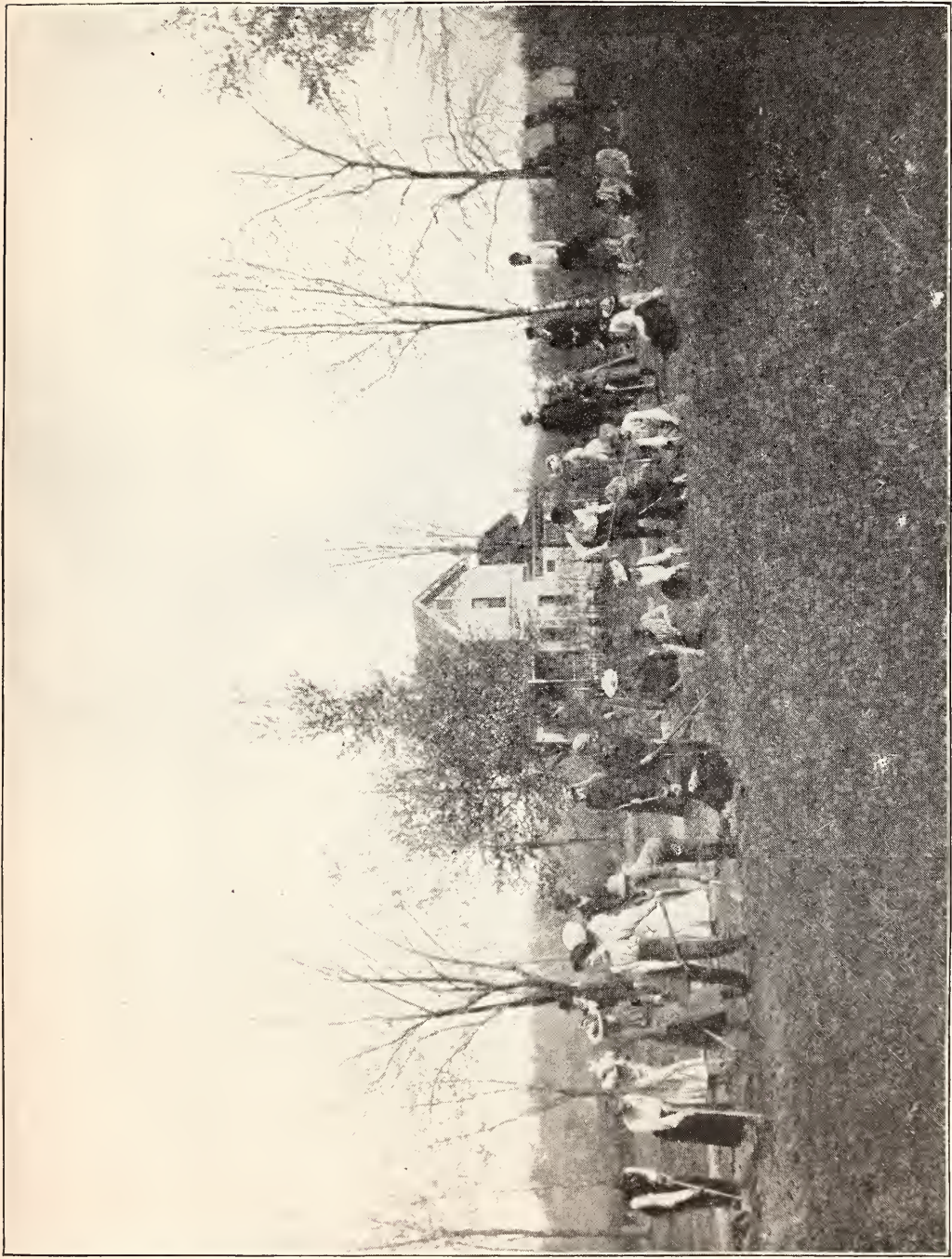
Soils.

Soils G—The first course in soils takes up an elementary study of the soil as a medium for root development, rocks and their products, elements of plant food, important soil farming rocks, chemical and physical agencies of rock decay, geological classification of soils, physical properties of soils, the soil as a reservoir for water, functions in plant growth, movement of the soil water and its control, drainage and irrigation.

Soils F—The work of this course is a study of plant nutrients of the soil, solubility through natural and artificial processes, manures in the soil, soil air and temperature, external factors in soil management, tillage, adaptation of crops to soils, relation of soil productiveness to crop rotations, systems of crop rotations and their relation to permanent agriculture.

Soils E—Crop Production includes a study of the various crops of the farm in relation of their value to the farmer in systems of crop rotation, how each crop feeds and grows with its physical relation to the soil, principles of rotation, cultivation and tillage, forage and fiber crops, grasses of the United States, value of seed selection, testing and judging.

Soils D—The work in Soil Physics will be a study of matter and force, nature, origin and waste of soils, chemical and mineral nature



CHILDREN AT WORK IN SCHOOL GARDEN

of soils, soluble salts with the physical effects, typical nature of soils, soil moisture, amounts available and required by plants.

Soils C— This work is a continuation of the “D” course and takes up the physics of plant breathing and root action, movements of soil water-gravitational, capillary and thermal, modes of controlling soil moisture, relation of air to soil, soil temperature with influencing conditions, objects, methods and implements of tillage, principles of farm drainage with practice in laying out drains.

Soils B—This course includes a more intensive and extensive study of the fundamental facts and principles of soil fertility, elements and their compounds, plant food and growth, soil formation, classification and composition, soil survey and analysis by the United States Bureau of soils, crop requirements for Nitrogen, Phosphorus, Potassium and Calcium, rotation systems for grain and live stock farming, and uses of Phosphorus in various forms.

Soils A—This work is a continuation of the “B” course and includes a study of the soil investigations by culture experiments of the Rochamsted field and of the leading Universities of the United States and the Canadian field, various fertility factors, manufactured and commercial fertilizers, critical periods in plant life, farm manures, analyzing and testing soils, factors in crop production, and systems of crop rotations as related to permanent agriculture and successful farming.

Farm Management.

Farm Management is a study of the business principles in farming, or the science of organization and management of a farm enterprise for the purpose of securing the greatest continuous profit. This course is planned with the above purpose and includes a study of such topics as the characteristics desirable for a farmer, cost of living on a farm, types of farming, maintaining the fertility, live stock problems, size of farms, capital, methods of renting land, farm labor and equipment, marketing products, records and accounts, choice of a region and buying a farm.

Farm Mechanics.

The subject of Farm Mechanics is intended to bring the student into a fair conception of some of the simple things surrounding farm life. A few principles of architecture such as strength of materials, warmth, lighting and ventilation, principles of construction, etc., will be studied before taking up the elements of Farm Mechanics embracing the principles of draft ,construction and maintenance of country roads, farm motors and farm machinery.

Animal Husbandry.

An. Husb.—E—The first term's work in Animal Husbandry includes a study of horses and cattle, the historic development of each together with the characteristics of the various types and breeds, market classes and grades, care and management. The score card will be used freely in order to give the student a fair conception of the points which go to make up a good animal.

An. Husb.—D—The production of sheep and hogs will be taken up in this course. The same plan of presentation will be followed as in course "E", and including a study of the principles of feeding and marketing.

Feeds and Feeding.

An. Husb.—C—This course includes the more elementary and fundamental principles of the relation of plant and animal life, chemical elements of nutrition compounds of animal nutrition, composition of the bodies of animals, digestion of food, conditions influencing digestion and the laws of nutrition. The analysis of feeds, commercial feeding stuffs, together with their relative value as based upon a maintenance ration as applied to animals of various ages either at rest or doing light or heavy work, will be studied. Balanced rations for milk and meat productions with the various animals will be carefully noted.

An. Husb.—B—The aim of the course in Dairying is to study conditions as they exist in Southern Illinois and to make the work as practical as possible. Students will have an opportunity to study and work out the general problems of which production, feeds and feeding, secretion, composition and testing, ferments and fermentations and their control, marketing milk, separation, ripening and churning of cream, finishing and marketing butter, varieties of cheese, general by-products of the dairy, statistics and economics of the dairy industry.

Selection and Breeding.

An. Husb.—A—That the student may better appreciate some of the products of plants and animals in their growth toward man's standards of perfection, a discussion of the subject is embraced in this course. The work embodies the origin of domesticated races (plants and animals), how they came to be domesticated, needs of improvements, natural and artificial selection, unit characters, variability, transmission of characters, heredity, environment, prepotency, hybridization, and some of the practical problems involved.

Agricultural Bacteriology.

The course in Agricultural Bacteriology is elementary in character, taking a survey of the general forms and structures of bacteria, nature of microorganisms and their activities, fermentation, petrification and decay, bacteria in soil and water, nitrification and denitrification, soil inoculation, bacteria and soil minerals, bacteria in milk and related products, relation to miscellaneous farm products and parasitic bacteria.

Emphasis will be placed on the beneficial and harmful bacteria with ways and means to promote and prevent their respective growths.

Gardening.

The work in gardening embodies a study of the general plan of the place, execution of some of the landscape features, handling of the land, handling of the plants, protection of plants from things that prey on them, making hot beds and cold frames, growing the vegetables, growing the ornamental plants, and growing of the fruit plants.

Horticulture.

The courses in Horticulture will treat of the principles of fruit growing and vegetable gardening, selection of suitable location, preparation of the soil, growth, production of varieties, budding and grafting, soil fertilizer, cultivation, transplanting, pruning, implements, diseases, insect injuries, spraying, and marketing of larger fruits, small fruits and vegetables.

Poultry.

The work in Poultry will consist of the historic development of the various types and varieties in relation to their native home and breeding that the foundations for good poultry practice by true scientific principles may be followed. Basis and beginning the business, principles and practice of breeding, incubators and incubation, brooding, growing chicks, foods and feeding, parasites and diseases, housing and fencing, marketing, exhibition, scoring and judging, records, accounts and advertising and general methods of management will constitute the larger part of the work. Several varieties of the best breeds will be available for scoring and judging, incubators will be run in the laboratory to demonstrate the latest methods in incubation and chickens kept to illustrate the principles of balanced rations.

Agricultural Extension.

Agr. Ext.—C—The aim of the first course in Agricultural Extension is to give a few elementary principles of the science of agriculture. The course includes a series of forty-four lessons on soils and crops with outlines, demonstrations and references that will aid the teacher in presenting the subject. The work is for a six months' term in the country schools and covers such topics as soil formation, classification, soil type areas, physical properties of soils, elements of plant food, sources and uses to the plant, limiting elements, value of crop rotation, growing legumes, seeding and care of farm crops, seed selection and judging, beneficial and harmful birds and insects.

Agr. Ext.—B—This course is planned to cover a six months' term in the country schools on animal life. The same general plan is taken up as in the soil extension. The work will include a study of types and breeds of horses, cattle, sheep, hogs and poultry, their care, feeding and general management. Lessons on the use of the score cards will be given.

Agr. Ext.—A—Since the Normal course includes more material than may be used in High School work, and since students may be interested in planning such courses, the work of this term is for the special purpose of organizing such parts of the agricultural work as may apply to High School courses, meeting sectional demands and also college entrance requirements. A careful study of the Illinois Educational Commission's report will be made together with the recommendations of the best State Universities, students taking this course will have a fair conception of the general field of High School Agriculture.

MUSIC

FLOYD A. POWERS.

LYDIA G. PARSONS, ASSISTANT.

JULIA DICKERMAN, VIOLIN.

RAYMOND MOORE, CORNET.

Two terms of music are required of all students. The course is designed to meet the needs of those who are required to teach music in the public schools.

Elementary Music.

Although designed for grade teachers this course is equally valuable to students in voice, piano or orchestral instruments. It includes the study of the symbols of notation, major, minor and chromatic, scales in nine keys, measures in common use, rhythmic patterns, musical terms, syllable singing, song study, etc.

To complete elementary music, students must pass written test in the theory of music and be able to sing at sight, with words or Italian syllables, music of the degree of difficulty of "America."

Advanced Music.

All students must have completed Elementary Music before entering this course. The weekly program follows: Monday, Wednesday, Friday, subject matter and methods; Tuesday, musical history and biography; Thursday, advanced theory.

The work in subject matter and methods includes the following: The systematic study of several standard music courses for public schools with methods for presentation; care and training of the child voice; rote songs; song interpretation; grade outlines; observation of music in grades. History of music with the origin and development of instruments; ancient music; early church music; invention and development of notation. Biography of famous composers and musicians is studied. Advanced theory continues the study of diatonic and chromatic scales in all keys, key-relationship, common chords, chromatics, modulation, terminology and song analysis. Special emphasis is placed upon the music work in the first five grades. Students are required to plan and present to the class, lessons for the different grades.

Special.

Students who desire private instruction in voice, piano, violin, clarinet, cornet, etc., should write to the Director of Music.

An effort will be made to organize a choral club for the study of cantata and oratorio. Special attention will be given to orchestra; all students who own orchestral instruments are requested to bring their instruments.

MANUAL TRAINING

LOUIS C. PETERSON.

The Normal Schools aim to supply increasing demand for teachers who are prepared for the industrial arts. The teaching of this branch of education is based upon pedagogical principles and should be taught by teachers who have had special preparation. The notion that an unprepared artizan can teach Manual Training as it should be taught is erroneous. The result would be, in such a case, that a trade only would be taught instead of that broad industrial education which develops the child's intellectual faculties. Manual Training means developing of power to observe, to investigate, to analyze, to reason, to discriminate, and to combine.

Special emphasis is laid on the correct processes, care of tools and bench, and the right attitude in approaching the subjects of industrial problems.

Mechanical drawing is an important feature of the work. Planning of problems in hand-work together with methods of presentation and working out of courses will be discussed fully in connection with this work.

Required in the English course throughout the second year and in the Latin course during the Fall term of the second year.

The department offers the following course in Manual Arts. The satisfactory completion of this course entitles the student to a diploma from the university of equal rank with those from the regular English and Language courses.

Equipment: This department is equipped with twenty benches, twelve lathes and power saws for shaping and turning woods and metals. The tools, benches and machinery are of modern type and ample for the needs of the work of the department. Excellent facilities are provided for acquiring practical experience in shaping materials into useful articles, in principles of construction, in operating power-driven machinery and in the processes and methods employed by manufacturing and building industries.

Course 1.—Elementary Construction.

This course consists of exercises suitable for the lower grades. Paper folding and cardboard construction, cord knotting and braiding, weaving and basketry, bookbinding, and rebinding, study of textiles, papermaking, bookmaking and primitive industries.

Course 2.—Wood Work.

This course includes work in thin-wood exercises suitable for intermediate grades. The study of simple tools, practice in the use of

the rule, knife, coping-saw, try-square, compasses, plane, spoke shave, hammer, etc.; problems in simple wood-fastenings and finishes, and study of common woods.

Course 3.—Bench Work.

Twenty benches with all necessary tools are provided for this work. A study of the history of tools, their use and care, instruction pertaining to the structure of wood, the method of converting the tree into lumber, seasoning, characteristics of good timber, defects, methods of preserving lumber, etc.

Structural exercises in framing will be worked out. Methods in laying out work will be studied.

Course 4.—Joinery.

The student will construct useful articles involving the various joints such as are used in furniture construction and interior house finishing, panel work and door and window framing. Wood finishing will be studied and applied in practice.

Course 5.—Wood Turning.

This work consists in the care and operation of the power-driven wood-turning lathe. A careful study is made of the method of handling the tool for each cut. The practice exercises include turning straight cylinder, squaring ends and cutting shoulders, long taper cuts, "V" cuts, bead or short convex cuts, concave cuts, long convex cuts, inside and outside screw face plate work, face plate and chuck work, reversing work in chuck, etc. Articles made are such as furniture parts, Indian clubs, dumb bells, darners, rosettes, cups, trays, candlesticks, goblets, napkin rings, towel rings, pulleys and wheels. The shop is equipped with eleven 12-inch wood turning lathes, one 36-inch band saw and other necessary tools for this course.

Course 6.—Pattern Making.

This course includes the study of draft and shrinkage (fillets and round corners), finish and double shrinkage, simple coring, simple split pattern, difficult core box construction, building up loose piece patterns and sectional patterns. Problems are such as ribbed patterns, bracket, tool post slide, face plate, cone-pulley, ring, hand wheel, flat wrench, crank arm, gland, stuffing box, simple pipe fitting, pillow block, arm pulley, gear wheel, globe valve, etc.

Foundry methods will be studied. Practice in molding simple castings.

Course 7.—Art Metal Work.

A study is made of the properties of metals, the principles of structural and decorative design and the methods of construction. The work includes such operations as making angles, forming curves, binding, punching, riveting, filing, sawing, drilling, beating, annealing, soldering, etching, and coloring by heat and chemicals. Problems are: pen tray, scone, tea mat, desk stand, tin cup, funnel, paper cutter, lantern, bracket, door plate, watch fob, escutcheon, hinges, plate, bowl, box, and electrical apparatus.

Course 8.—Forging.

This course is designed to give training in the working of iron and steel. In dealing with the heated metal the student learns that the material must be treated instantly. Rapid blows, quick thinking, and a sure blow are required to get the desired result.

The student is taught how to manage the fire and to recognize the grades of heat necessary for the working of the different materials, the use of tools and appliances, the effects of the different kinds of blows and forging operations, such as drawing, bending, upsetting, forming, straightening, twisting, welding and tempering. The exercises consist of various pieces, involving the practical steps, as follows: Hooks and staples, stirrups, chains, tongs, chisels, center punches, hammers, Venetian iron work and a finished set of tempered tools for iron turning in the machine shop.

Course 9.—Machine Shop.

This course offers exceptional opportunity for the study of machine construction and operation. Exercises are chipping, filing, fitting, polishing, drilling, thread cutting with taps and dies, tool making, center work and drill and countersink, drive on centers with lathe dog, setting tool, face ends to length, turn to size, caliper accurately, cutting speed, roughing and finishing cuts, taper work, screw cutting, chuck work, making, fitting and assembling of machine parts.

Course 10.—Cabinet Making.

This course includes a series of lessons in practical cabinet work, instruction in the use of such fastenings as are employed by cabinetmakers, glue dovetailing in its various forms, blocks and dowels. There will be lessons in carving, veneering, inlaying, rubbed glue joints, scraping, filing, varnishing and polishing. Study of structure and design of furniture.

Course 11.—Manual Training Organization.

This includes a study of the history, theory and development of manual training, content of manual training, adjustment of sequence in exercises, acquaintance with industrial environments, elementary and secondary school problems, hand and eye training for efficiency, plans for equipment and course of study; determination of purpose and subject matter, unit and day lesson plans, methods of teaching manual training, system in handling classes, a study of the industrial and vocational tendencies, labor organizations, industrial corporations.

Course 12.—Mechanical Drawing.

One year of mechanical drawing is required in the Manual Training Course.

The work to be done comes under the headings as follows: The use of instruments, applied geometry, lettering, orthographic projection, developed surfaces and intersections, pictorial representation, working drawings, technical sketching, architectural drawing, duplication and drawing for reproduction, strength of materials and specifications.

HOUSEHOLD ARTS

GRACE E. JONES

LUCY K. WOODY

Cookery and Food.

COOKERY: The year's course aims to give a working knowledge of household processes, to give practice and to develop skill and efficiency in handling materials and household apparatus.

Principles are deducted from experiments showing the effect of heat, cold, and fermentation upon food and applied to its preparation. The comparative cost of fuels and materials used is studied.

FOOD: In connection with the courses in cookery, are recitations and assigned reading references regarding the composition, nutritive and economic value, as well as the production and manufacture of the food materials used in the laboratory.

COOKERY D: Fall Term—The study of the cooking processes with reference to temperature. The comparative cost and efficiency of fuels. Experiments with tea, coffee, fruits, and starches. Application is made in the cookery of vegetables, starchy puddings and cream soups. Also the topic of sugar, and some candy making.

The nitrogenous compounds studied in this term are milk, cheese, and eggs.

COOKERY C: Winter Term—Meats, poultry, fish, stock soups, gelatin, salads, desserts, meat substitutes.

COOKERY B: Spring Term—Cereals, macaroni, breadstuffs, beginning with the batters and advancing to dough in appropriate sequence. The grouping of recipes in type form.

COOKERY A: Fall Term—In the early fall the laboratory work consists of canning, preserving, pickling and jelly making, to be followed with a more extensive study of cooking processes in an experimental way with special reference to economy and efficiency. Table service and decoration, the duties of a hostess, etc., are considered the latter part of the course.

Nutrition and Dietetics.

Nutrition the winter term. Dietetics the spring term.

These courses aim to give the fundamental principles of nutrition with varying conditions of age, sex, and occupation. The subject matter includes the study of the chemistry and physiology of digestion, the nutritive value of the food principles, the study of dietary standards with application to the practical problems of the home.

Text Books: Stiles' Nutritional Physiology; Rose's Laboratory Manual in Dietetics.

Prerequisites—Physiology, Chemistry and Cookery, D, C, B, and A.

Home Economics.

Winter Term—Introductory to the course is a brief survey of the evolution of the home. The situation, surroundings, construction, hygienic, economic and artistic conditions of the modern house. Lectures, recitations and assigned readings on soil drainage, ventilation, lighting, heating and water supply. The planning of the house in reference to good proportion and convenience, the problem of artistic, economic and hygienic furnishing are other topics considered.

HOUSEWIFERY: Spring Term—The organization and systematic planning of the work of the home with the least expenditure of time, labor and money. A study of labor saving devices and time studies made in connection with work in cookery. The household budget and systems of keeping household accounts, also marketing and buying supplies in quantities.

LABORATORY WORK: In connection with the study of cleaning agents, practical application is made in the care of floors, woodwork, kitchen apparatus, pantries, dining room and table linen, bedrooms and bath room.

Text Books: Bevier—The House; Elliott—Household Hygiene; Terrill—Household Management.

Methods.

This course is a consideration of the teaching of Household Arts in the elementary school. The course of study and its relation to the school curriculum with the planning and presentation of lessons. Also the study and planning of equipment with cost of same and of maintenance.

The practical work consists of observation, practice teaching and assistance in the management of the departmental housekeeping.

SEWING C: This course, which is offered in the fall term only, is designed to give a knowledge of the fundamental principles in hand work applied to useful articles, the articles chosen being such as would furnish suggestions to those desiring to teach the subject.

SEWING B: The winter term introduces machine work in garment making. The garments are planned as to style, suitability of material and trimming, and economical purchase of materials. The work involves the alteration of commercial patterns, fitting, and the various ways of setting in trimmings.

SEWING A: The spring work consists of planning and making

a shirtwaist suit, a school dress and some lingerie; a study of the lines of the figure and the elaboration of plain patterns together with a study of color combinations in dress and choice of materials.

TEXTILES: This course embraces a study of the textile fibres as to history, source, manufacturing processes, use and adulteration.

TRAINING

W. A. FURR, SUPERINTENDENT.

W. G. WARREN, PRINCIPAL HIGH SCHOOL.

Elizabeth K. Wilson, Critic Teacher, Grades VII-VIII.

Fadra R. Holmes, Critic Teacher, Grades V-VI.

Alice Parkinson, Assistant Primary.

Florence R. King, Principal of Primary.

Training School.

The training school is composed of eight grades of the elementary school and certain practice classes in the high school. The school is organized to fill the double function of a school of observation and a school of practice.

As a school of observation, opportunity is offered to students to study the methods of presenting the various school subjects, to study the curriculum, and to make an intensive study of such topics as the mechanics of school procedure, the school garden, nature study, language, primary work, and the manual arts. Typical lessons are taught by the various training teachers to illustrate the application of many principles of education which are developed in the courses in pedagogy. The students in such classes, under the direction of their instructor, make frequent visits to the training school.

The equipment of the training school is such as to offer superior opportunities for the training of teachers. The school is housed in a modern building of semi-fireproof construction. This building is equipped with every sanitary convenience, including modern drinking fountains. Through co-operation with the departments of Domestic Economy, Physical Education, Manual Training, Music and Art, we are enabled to offer typical programs of work in all of the newer subjects. A school garden, a textile room equipped with a large loom, and a large number of exhibits contributed by many manufacturing companies, furnish abundant material for the interpretation and study of industries.

Children's work produced during the year is always available for inspection, and exhibits of such work are made the basis of very careful study. A great deal of attention is given to the outdoor activities of the children, and they are provided with an abundance of play apparatus.

Our work is based upon the best typical courses of study for American cities. Students who are planning to teach in the rural schools are given ample training in the use of the state course of study.

Observation and Practice Teaching.

The work in observation and practice teaching is under the supervision of the superintendent of the training school and five teachers.

Courses in observation may be arranged by consultation with the superintendent and satisfactory completion of a term's work earns for the student one-half credit in teaching. Unless special arrangement is made, all persons who take observation must have completed Pedagogy C or its equivalent.

The courses in practice teaching cover work extending through the eight grades of the elementary school and the first two years of the high school. This work is done under the supervision of the superintendent and one or more of the training teachers. Students are also supervised by the members of the faculty in charge of the department in which the particular subject lies.

One credit in teaching is given to a student who successfully teaches a class in one subject for one term. Student teachers are required to prepare in advance plans of work for one week. These are criticised and corrected by the supervisors and all of the work is done under sympathetic supervision. While it is desirable that a student teach in as many grades as possible, by special arrangement he may devote his entire attention to preparation for primary work, grammar grade work, or high school teaching. Teachers' meetings and conferences with the supervisors are held frequently so that a student has every opportunity to become thoroughly familiar with the best methods of teaching the various subjects of the curriculum.

The courses in practice teaching are located in the various courses of study as a matter of convenience, but the superintendent of the training school is given full authority to assign this work to any student when in his judgment the service is needed and the student is qualified to take charge of a class.

Students are required to complete Pedagogy B or its equivalent before applying for a class in the training school, and students who have had no experience in teaching are advised to take Observation for at least one term before beginning regular practice work. Students who do not meet these requirements should arrange to pursue Pedagogy B as a parallel course.

Agreement to Teach.

Those who receive free tuition are required to sign an agreement to teach in the schools of Illinois as many months as they have been students in the Normal School, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge and should not be lightly taken. Students are required to report to the President of the University every year until this agreement is ful-

filled; and also, in case they enter permanently any other profession, to pay to the institution the balance of tuition due. Graduates, especially, are requested to make an annual report of their work and place of residence. This will enable the school to keep a correct register of its alumni.

The following is the form of the agreement required:

"In consideration of gratuitous instruction received in the Southern Illinois State University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance in the school; however, this pledge shall be void provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught until this pledge is fulfilled. In case I permanently engage in some other occupation, and do not teach the required number of months, I promise to pay the difference between the full regular tuition fees and the incidental fees which were paid during my attendance upon the school."

LIBRARY SCIENCE

General Course in Library Methods.

MARY B. DAY, LIBRARIAN.

The modern curriculum demands that, for successful school work, the library must be used by teachers and pupils. The laboratory method of instruction makes the library the vital center of the school course of study. Educators are coming to require of teachers a first hand knowledge of books for children, and of sources of information. The teacher of to-day must know how to use a library intelligently, how to teach her classes to use it and must be able to direct the children's reading.

Since the library has become the supplement of the school course of study and the necessary laboratory of teacher and pupil, instruction in the schools in the use of the library is indispensable. Therefore, such a course of instruction, similar to that established at the State Normal School, Geneseo, New York, has been introduced.

The aim of the course is not to train librarians, but to acquaint teachers with library indexes and helps invaluable in the preparation of their work, to prepare them for selecting books for supplementary work, for directing the children's reading, and making the school library valuable to pupils.

I. Course of ten lessons on the use of the library for junior class.

1. Collecting material for a subject and making bibliography.

a. Use of periodical indexes.

b. Use of bibliographies.

A. L. A. Index.

Pathfinder in American History, etc.

c. Use of card catalog.

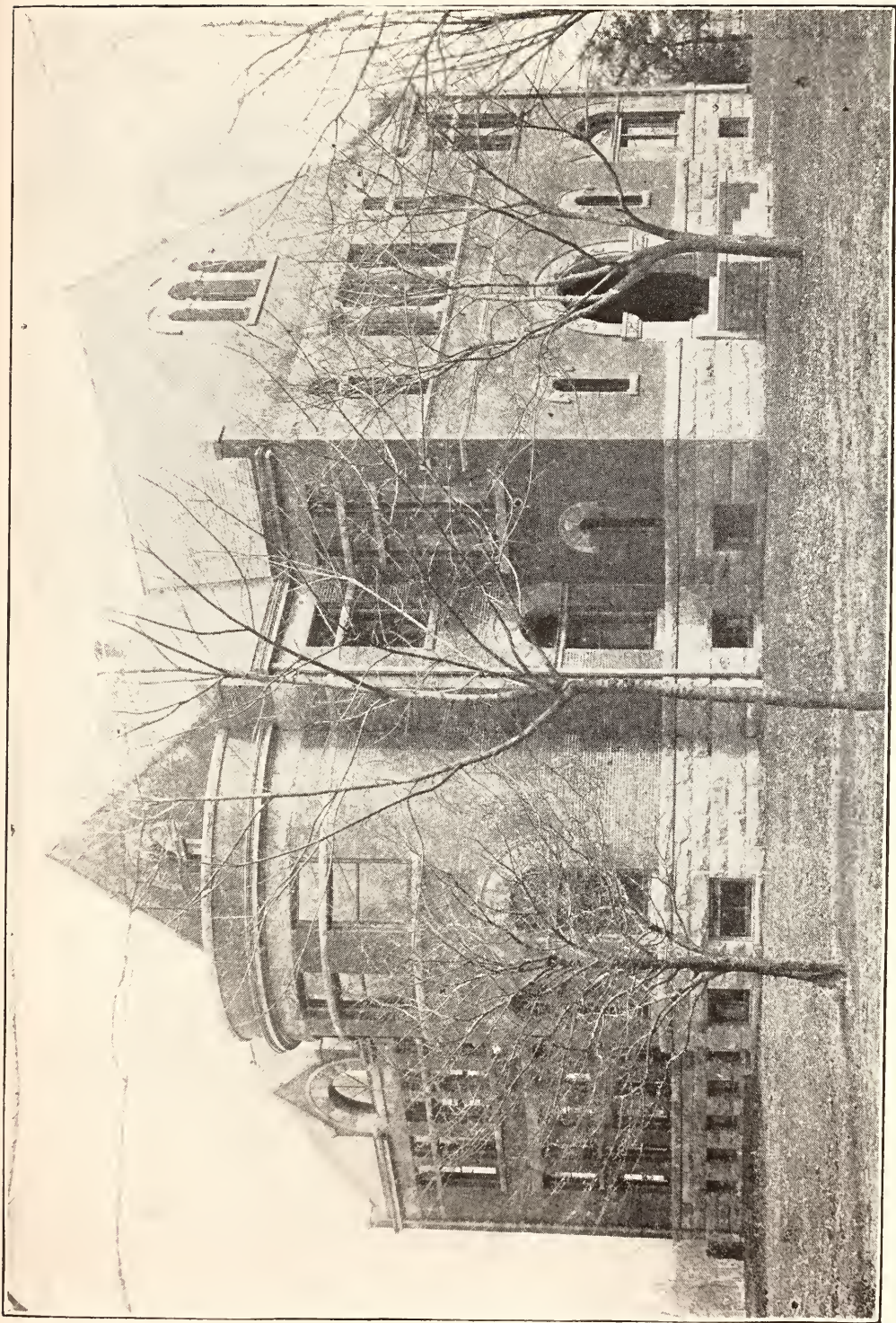
This topic is made practical by assigning topics that are used in the regular work of the method or critic teachers. The pupil teachers have the benefit of a problem of original research, and the bibliography when completed goes on file in the library for the use of teachers and librarian in looking for material on the subjects.

References in periodical literature and in books are looked up, and the standard form is used in making the bibliography. After one subject is carefully looked up for references, pupils are not helpless in using the library in looking up debate work or material for special work.

Webster's International Dictionary

2. Value and use of general reference books.

Century Dictionary



WHEELER LIBRARY

- New International Encyclopedia
- Who's Who
- Moulton's Library of Literary Criticism
- Century Atlas
- Lippincott's Gazetteer
- World's Almanac
- Harper's Classical Dictionary, etc.
- 3. Reference books especially valuable to teachers.
 - Gordy & Twichell—Pathfinder in American History
 - Salisbury & Bechwith—Index to Short Stories
 - Buffalo Public Library Class Room Libraries (for subject index)
 - Granger—Index to Poetry, etc.
- II. Course of ten lessons for senior class.
- 1. Lessons on the use and care of books to be given pupils during the school course.
 - a. Care and treatment of books: How to open a new book, i. e. taking from shelf, placing on the table, turning of leaves, use of book marks, etc.
 - b. Intelligent use of the book: What may be learned from the title page—full title, information about the author, date, publisher, etc., what may be learned from the preface, table of contents, etc.,—aim, scope of work, subdivision of subject, value and use of index.
 - c. Use of card catalog as the index to the library: Arrangement of the catalog; how to locate books; arrangement of books in library.
 - d. Use of dictionaries and encyclopedias: Different kinds of information to be obtained; how to use.
 - e. Use of periodical indexes: Poole's Index; Reader's Guide.
- 2. Principles to guide in the selection of books for children.
 - Collection of poetry
 - Nature books
 - Fairy tales
 - Fiction
 - Picture books
 - Biography and travel.

Some of the best books in each class are discussed and compared with some cheap, worthless examples, and thus a standard is gained in the selection of books. For example in picture books, some exquisite editions illustrated by real children's artists such as Howard Pyle, Walter Crane and Jesse Wilcox Smith, are shown the class and the work of these illustrators compared with some of the cheap imitations and with the picture books of the Sunday Supplement or comic newspaper type.

3. Helps in the selection of books for the school library.
 - Graded lists
 - Classified lists
 - A. L. A. Catalog and book list
 - Salisbury—Index to short stories, etc.
4. Use of pictures in school work.
 - Source for obtaining pictures
 - Selection
 - Classification
 - Arrangement and indexing
 - Pictures suitable for wall decoration
 - Making picture bulletins and scrap books.
5. Helps teachers can get from the public library.
 - Class room libraries
 - Pictures for school use
 - Lessons on the arrangement and use of the library by the librarian.
7. Helps teachers can get from the state.

THE LIBRARY

MARY B. DAY.

In May, 1904, the library building was completed and the library was moved into its permanent home. This new building which is modified Romanesque in style, is of red brick with gray stone trimmings. It is 98 feet long and 92 feet wide with two stories above the basement. The entire main floor is given over to the library. The reading, delivery, and periodical rooms extend across the front, with stack room, work room, and office, in the rear. The stack room, which is built from two floors, with an ultimate capacity of 30,000 volumes, is fitted up below with open stacks.

There are now about 24,729 bound volumes accessioned. This (24,729) includes a large number of Public Documents which are not yet classified. There are also 703 pamphlets accessioned separately. A collection of 400 pictures has recently been added for the use of the model school and art class.

The library is primarily a working library for the use of students and teachers; but the librarians will gladly aid teachers by giving information regarding books suitable for children's use, when desired. The fiction collection is necessarily small, representing only standard authors, while the per cent of pedagogical works is very large. The selection of books is made by members of the faculty and bears especially on the work of the school.

The following is the list of magazines for which subscriptions were made for the year 1913:

American Library Association Book List.

Advocate of Peace	Cumulative Book Index
American Boy	Dial
American Carpenter and Builder	Edinburg Review
American Educational Review	Education
American Historical Review	Educational Bi-Monthly
American Journal of Psychology	Educational Review
American Magazine	Elementary School Teacher
American Mathematics	Fliegende Blatter
American Physical Education	Fortnightly Review
Review	Garden Magazine
Annals of the American Academy	Good Housekeeping
Annals of the American Academy,	Harper's Monthly
supplement	Harper's Weekly
Arts and Progress	House Beautiful

Thirty-Ninth Annual Catalog of the

Association Men	Independent
Association Monthly	International Studio
Blackwoods Magazine	Johns Hopkins University Studies
Bookman	Journal of Education
Book Review Digest	Journal of Educational Psychology
Boston Cooking School	Journal of Geography
Breeder's Gazette	Journal of Ill. State Hist. Society
Bulletin of Pan-American Union	Kindergarten Review
Bulletin of National Geographic Society	Kolnische Zeitung
Century	Ladies' Home Journal
Chautauquan	Library Journal
Classical Journal	Life
Classical Philology	Literary Digest
Contemporary Review	Little Folks (Tr. Dept.)
Country Life in America	Living Age
Craftsman	London Times
McClure's Magazine	Reader's Guide to Periodical Literature
Manual Training Magazine	Review of Reviews
Mind and Body	St. Nicholas
Missionary Review	Saturday Evening Post
Musical Courier	School and Home Education
Nation	School Arts Book
National Geographic Magazine	School News
New England Magazine	School Review
Nineteenth Century	School Science and Mathematics
Nature Study Review	Scientific American
North American Review	Scientific American Supplement
Outing	Scottish Geographical Magazine
Outlook	Scribner's Magazine
Overland	Survey
Pedagogical Seminary	Teachers' College Record
Popular Electricity	Technical World
Popular Mechanics	Torrey Botanical Club Bulletin
Popular Science Monthly	Tribune, Chicago
Primary Education	Vocational Education.
Primary Plans	Western Teacher
Printing Art	Westminster Review
Psychological Bulletin	Woman's Home Companion
Psychological Review	World's Work
Public Libraries	Youth's Companion
Publisher's Weekly	
Quarterly Review	

The best of these are bound annually and added to the collection of bound periodicals which is already large. The bound periodicals are kept together, arranged alphabetically according to title; all other books are classified according to the Dewey system. This

Southern Illinois State Normal University

library has been placed in the list of libraries open to the students of the University of Illinois Library School for doing apprenticeship work.

The library is open from 8:00 A. M. to 4:30 P. M. each school day and from 9:00 A. M. until 12:00 on Saturday.

Many of the county papers are sent free to the library by their editors. The students from the various counties enjoy reading these papers very much and never fail to ask about a missing copy. Below are the names of the papers which are received regularly.

Anna Talk	Highland Journal
Benton Republican	Independent, daily
Belleville News-Democrat	Jonesboro Gazette
Cairo Bulletin	Johnston City Progress
Carbondale Free Press	Madison Republic
Carlyle Constitution	Marion County Democrat
Charleston Weekly Courier	Montgomery News
Chicago Daily Tribune	Mt. Vernon Register
Cobden Sentinel	Murphysboro Republican Era
Du Quoin Tribune	Mound City Sun
Edwardsville Intelligence	Olney Advocate
Eldorado Journal	St. Louis Republic
Fayette County Democrat	Salem Herald Advocate
Gallatin Democrat	Waterloo Republican
Herald Enterprise	Wayne County Record

TEXT-BOOKS

Algebra—Beman and Smith's Academic, Milne, Wells.

Agricultural Texts:

Soils—Lyon and Tippin.

Crops—Hunt.

Soil Physics—King.

Soil Fertility—Hopkins.

Farm Management—Warren.

Farm Mechanics—King.

Horses—Johnson.

Beef Cattle—Mumford.

Dairy Cattle—Echels.

Swine—Detrich.

Sheep—Wing.

Feeds and Feeding—Henry.

Selection and Breeding—Davenport.

Agricultural Bacteriology—Conn.

Dairying—Wing.

Gardening—Baily.

Horticulture—Baily.

Poultry—Robinson.

Arithmetic—Sensening and Anderson.

Astronomy—Todd.

Bookkeeping—Modern, Illustrative.

Botany—Bergen and Caldwell.

Business Correspondence and Ethics.

Chemistry—Newell.

Civil Government—Ashley.

Commercial Arithmetic—Moore and Miner.

Commercial Geography—Adams.

Commercial Law—Gano.

Composition—Fansler and Fansler, Brooks.

Elocution—Cumnock.

English—

English Literature—

Stopford Brooke, Swinton, Carson, Minto, Lynch and McNeil, Lanier, Parrott and Long, Clark, Cook and Tinker.

French—

Grammar—Grandgent.

Easy French—Snow and Lebon.

Shorter French Course—Fraser and Squair.

Le Francaise te sa Patrie—Talbot.

Tache du Petit Pierre—Super.

Geography—Dodge, Sutherland, Semple, Van Hise.

Geology—Brigham.
Geometry—Well's Essentials, Plane and Solid.
German—
Grammar—Bacon.
Im Vaterland—Bacon.
Immensee—Elmer and Neumarker.
Prozess und Einer muss heiraten—Lambert.
Hoher als die Kirche—Eastman.
Fluch der Schoenheit—Kendall.
William Tell—Vos.
Deutschland—Schweitzer.
Hermann and Dorothea—Allen.
Kulturgeschichte—Schweitzer.
Aus Nah und Fern.
Am Deutschen Herde—Cutting.
Dictionary—Noble and Hinds.
Grammar—Buck's Elements.
Buck's Grammar.
Greek—First Greek Book—Burgess and Bonner.
Anabasis—Harper and Wallace.
Prose Composition—Harper and Castle.
Iliad—Seymour.
Grammar—Goodwin.
Stiles' Nutritional Physiology.
Rose's Laboratory Manual in Dietetics.
The House—Bevier.
Household Hygiene—Elliott.
Household Management—Terrill.
History—American—Channing, McMaster, Mace.
 English—Cheyney.
 General—West, Robinson.
 Illinois—Smith.
Latin—"First Latin Book"—Hale.
 Cæsar—Johnston and Sanford.
 New Latin Composition—Daniell and Brown.
 Cicero—Johnston and Kingery.
 Cicero—DeSenectute—Rockwood.
 Virgil—Greenough and Kittredge.
 Latin Grammar—Hale and Buck.
 Ovid—Laing.
 Terence, Phormio—Laing.
Methods in History—Mace.
Music—
 Song Reader—McLaughlin and Gilchrist.
 High School Song Book—McConathy.
 Melodie Series—Tapper and Ripley.
 New Educational Music Course—McLaughlin.

Orthography—"National Speller and Word Book."

Pedagogy—

Bagley's Class-room Management.

Thorndike's Principles of Teaching.

Hall's Youth.

Hollister's High School Administration.

Monroe's History of Education.

Penmanship—Mill's Business and Palmer's Method .

Physiography—Salisbury.

Physical Training—Trask's School Gymnastics.

Physics—Millikan and Gale, Wright.

Physiology—Hough and Sedgwick, Walters.

Psychology—Gordy, Tichener

Rhetoric—Cairns, Scott and Denney, Books I and II. Spalding.

School Law—Statute Notes.

Sociology—Gidding's Elements of Sociology.

Stenography—Gregg System.

Typewriting—Touch System—Underwood Typewriter.

Trigonometry and Surveying—Wentworth, Wells.

Zoology—Linville and Kelly.

ROSTER OF STUDENTS

SENIORS, 1913.

Allen, Marjorie	Carbondale
Black, LaCene	Carbondale
Bradley, Loyd	Carbondale
Bradley, Lucile	Carbondale
Brock, Isaac	Jeffersonville
Browne, Robert	Carbondale
Buchanan, Stella	Lawrenceville
Casper, Helen	Anna
Cobb, Thomas	New Burnside
Davis, Rebecca	Ava
Entsminger, Mary	Carbondale
Fishman, Alvin	Bosky Dell
Gray, Ida	Tonti
Grizzell, Frank	Mulkeytown
Heath, Homer	Herrin
Hiller, Rolla	Carbondale
Karraker, Guy	Dongola
Kenshalo, Ralph	Fairfield
Kenny, Myrtle	Carbondale
Leach, Mary Gail	Bone Gap
Lee, John	Carbondale
Lewis, Elizabeth	Cairo
Marshall, Frank B.	Carbondale
McKenzie, Ethel	Carbondale
Mitchell, Sarah	Carbondale
Myers, Elmer	Odin
Patheal, Lloyd	Carlyle
Rich, Maude	Cobden
Roach, Lula	Marion
Rogers, Ada	Mulkeytown
Rogers, Fay	Mulkeytown
Russell, Robert	Jeffersonville
Simer, Edna	Salem
Wallace, Lena	Carbondale
Walther, J. A. B.	Golconda
Wham, Mabel C.	Cartter
Wiggins, Rolla	Goreville
Wilhoit, Grace N.	Carbondale

A

Abel, Loren	Louisville
Abney, Arvel	Galatia

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Abney, Joe	Galatia
Adams, Adda	Carbondale
Adcock, Earl	Opdyke
Albrecht, Myrtle	Steeleville
Alexander, Pearl	Cutler
Allen, Eloise	Carbondale
Allen, Harry	Sheller
Allen, Joe	Sheller
Anderson, Elma	Cobden
Anderson, Harry	Belle Rive
Andrews, Susie	Jonesboro
Appel, Alma	Anna
Armstrong, Elva	Irvington
Atterbury, Henry	Mulkeytown
Artz, E. Vey	Carbondale
Atchison, Harlton	Belle Rive
Atkins, Bertha	Carbondale
Atwell, Bessie	Brookport
Austin, Gregg	Keenes

B

Bailey, Jenneve	Springertown
Bailey, Paul	Jackson
Bains, Rex	Cobden
Baker, John	Carbondale
Baker, Lloyd	Carterville
Baldwin, Leesie	Benton
Barber, Buela	Rockwood
Barnett, Lulu	Texico
Barnett, Lydia	Texico
Barrow, Stella	Campbell Hill
Barth, J. Wess	Cisne
Barth, Reuben	Cisne
Bartleson, Nina	Grand Chain
Bass, Cecil	Carbondale
Battavia, George	Freeburg
Behrens, Elsie	Hoffman
Benton, Chloe	Carbondale
Berry, Flossie	Harrisburg
Berry, Frank	Harrisburg
Bevis, Mabelle	Carbondale
Biffle, Marie	Paducah
Black, La Cene	Carbondale
Blackburn, Lura	Nashville
Blackburn, Moody	Crab Orchard
Blair, Helen E	Cutler
Bleakley, Paul	Mill Shoals

Southern Illinois State Normal University

Boner, Orpha	Swanwick
Bost, Mamie	Murphysboro
Bost, Myrtle	Vergennes
Bost, Ruth	Murphysboro
Boswell, Anna	Anna
Boswell, Fred	Anna
Boyer, Garnett	Vergennes
Bowers, Willis	Carbondale
Boyd, Madelle	Carbondale
Bradley, Charley	Marion
Brandhorst, Fred	Thompsonville
Bremer, Louis	Metropolis
Brenneman, Ruby	Ava
Brian, Irene	Sumner
Breeden, Julia	De Soto
Bride, Gardner	Villa Ridge
Bride, Mary	Villa Ridge
Brink, Louise	Huegely
Brock, I. V.	Jeffersonville
Brock, Max	Jeffersonville
Brockett, Evan	Carbondale
Brooks, Pearl	Carbondale
Brown, Bessie	Kell
Brown, Elsie	Jonesboro
Brown, Frank	Bogata
Brown, J. Watts	Carbondale
Brown, Scott	Pinckneyville
Brown, Theodoro	Chester
Browne, Margaret	Carbondale
Browne, Myron	Carbondale
Browne, Robert	Carbondale
Brummett, Ray	Murphysboro
Brush, Clara	Carbondale
Bryant, Zella	Carbondale
Buchanan, Stella	Lawrenceville
Bundy, Della	Centralia
Bundy, Edna	Centralia
Bush, Myrtle	Grantsburg
Butler, H. Weber	Galatia
Butsch, Hilda	New Athens
Byars, Willie	Keenes
Byrd, Florence	Carbondale

C

Cantrell, Estella	Villa Ridge
Caldwell, Ellen	Carbondale
Calhoon, Thursa	Goreville

Thirty-Ninth Annual Catalog of the

Campbell, Beulah	Pinckneyville
Canady, Ethel	Carbondale
Canady, Mabel	Carbondale
Canady, Maude	Carbondale
Carlile, Juanita	Raleigh
Carlisle, Wm. C.	Gossett
Carr, Catharine	Troy
Carr, Esta	Freeburg
Carr, Grace	Troy
Carr, Opal	Carbondale
Carter, Albert	Cobden
Carter, Arthur	Burnt Prairie
Carter, Maud	Carterville
Casper, Helen	Anna
Cavitt, George	Goreville
Chamness, Ralph	Carbondale
Cheevers, Martha	Carbondale
Childers, Raymond	Carbondale
Clark, Dolly	Whittington
Cobb, T. H.	New Burnside
Cohlmeyer, Robert	Carbondale
Coker, Jessie	McLeansboro
Cole, Dausa	Goreville
Coleman, Francis	Carbondale
Cook, Clyde	Norris City
Cook, Irl	Buncombe
Corzine, Jesse L.	Anna
Cox, Lela	New Burnside
Crain, Earl	Carterville
Craine, Joe	Carbondale
Crause, Overton	Broughton
Creek, John	Carbondale
Crews, Edna	Carbondale
Crews, Mary E.	De Soto
Crocker, Raymond	Sheller
Croessmann, Elizabeth	Du Quoin
Cruse, Alma	Carbondale
Culley, Corinne	McClure
Cunningham, Mary	Swanwick

D

Damon, Jeannetta	Pulaski
Darrough, Everett	Pinckneyville
Davis, Alma	Johnston City
Davis, Anna	Ava
Davis, Anna	Gossett
Davis, Hallie	Salem

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Davis, Martha	Carbondale
Davis, Rebecca	Ava
Davis, Theresa	Levings
Deason, Edith	De Soto
Deason, Mabel	Elkville
Deaton, Alden	Creal Springs
Dees, Etta	Waltonville
De Lap, D. Frank	Norris City
De Lap, Harve	Norris City
Demster, W. E.	Cora
Deviney, Vera	Cutler
Dial, W. Zollie	Iuka
Dick, Carrie	Carbondale
Dillinger, Beulah	Carbondale
Dillinger, Lilly	Carbondale
Dillinger, Pearle	Carbondale
Dixon, Blanche	Round Knob
Dodge, Ray	Sheller
Doelling, Hugo	Oakdale
Doerr, Arthur	Murphysboro
Doerr, Elias	Murphysboro
Donaldson, Minnie	Freeburg
Dorr, Grace	Worden
Dorr, Lucile	Alma
Doty, S. Agnes	Marion
Dowdell, Ruth	Carbondale
Dowell, Stella	Carbondale
Dungy, Frank	Macedonia
Dunn, Chattye	Vienna

F

Eatherly, Charles	Johnston City
Eatherly, Winnie	Johnston City
Eaton, Mellie	Sumner
Eberhard, Webster	Johnston City
Eberhart, Anton	Marion
Edmonson, Joseph Earl	Creal Springs
Edmundson, Elma	Carbondale
Edwards, Corbett	Carbondale
Elliott, Gladys	Centralia
Ellis, Nell G.	Anna
Elston, George	Carbondale
England, Mary	Carbondale
England, Ruby	Carbondale
Entsminger, Frances	Carbondale
Entsminger, Mary	Carbondale
Epperheimer, Pearl	Ledford

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Etherton, Calla	Thompsonville
Etherton, Cyrus	Carbondale
Etherton, Louis E.	Murphysboro
Etherton, Lola	Carbondale
Etherton, Frankie	Carbondale
Etherton, Oscar	Progress
Etherton, William	Murphysboro
Eubanks, Harvey	Mulkeytown
Eyre, Mary E.	Carbondale

F

Farthing, Ethel	Centralia
Farthing, Roy	Centralia
Feaman, Ruby	Fort Gage
Feller, Jesse	Cisne
Felts, Alvin	Marion
Felts, Maud	Carbondale
Fields, Gertrude	Enfield
Findlay, Marcia	Carbondale
Finley, Ralph	Fairfield
Fiscus, Glen	Sumner
Fischer, Emil	Waterloo
Fishel, David	Cisne
Fishel, Edna	Mt. Erie
Fishel, Elizabeth	Cisne
Fishel, Velma	Mt. Erie
Fishman, Wilbur	Bosky Dell
Fligor, Hattie	Carbondale
Flynn, Clyde	Kauber's Ridge
Foley, Cecilia	Carbondale
Ford, Loyd	Vienna
Fox, Mae	Carbondale
Fox, Ella	Oakdale
Franke, Alvin	Waterloo
Franke, Richard	Waterloo
French, Ogle	Sumner
Frick, Nellie	Benton
Fry, Robert	Bluford
Funkhauser, Effie	Fairfield

G

Galbreath, Frank	Mt. Erie
Gambill, Ruby	Benton
Gann, Alice	Ganntown
Gann, J. Gus	Ganntown
Ganter, Eva	Hurst
Garrett, Chloe	Carbondale

the Sabbath day. This the Southern Illinois State Normal School attempts to do by encouraging attendance upon church, Sunday school, and young people's societies.

Those who expect to teach can ill afford to neglect these privileges and opportunities for growth and training along religious lines; for in all communities where they may be employed there will be a demand for such trained service. The country needs a higher type of Christian citizenship, and there are no agencies more potent in this respect than those of the teacher and the school.

Christian Association.

The Young Men's Christian Association and the Young Women's Christian Association each has a well-conducted organization, which meets weekly in a room fitted for their use on the second floor in the Library Building. Their committees look after new students upon their arrival, and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are organized by these societies. The State college secretaries of each of these branches of Christian work pay the Institution a visit twice a year, or oftener, for conference and direction of work. New students upon their arrival may recognize the representatives of these associations by special badges worn, indicating their willingness to render their kindly services whenever needed. These persons may be trusted implicitly in directing strangers to boarding houses and clubs.

Standard of Intellectual and Moral Character.

When it is evident that one who has taken the pledge to teach cannot for any reason become a good teacher, it becomes the duty of some one to advise him to withdraw from the school or to require the payment of tuition.

It should also be understood that the Institution does not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that the new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and progress of the school. It is a helpful influence for a young person to know that some one has vouched for his character. He strives to be worthy of such endorsement, and endeavors to sustain the good word of friends.

Accredited High Schools.

For some years the Southern Illinois Normal School has used the list of accredited High Schools prepared by the University of Illinois.

In cases where the courses of other High Schools is well and favorably known a credit of one year is allowed to students holding diplomas from such schools, and where a student has graduated from a four-year Latin course, he is admitted to the two-year course prepared for such students.

Holders of free scholarships thru the Lindley Bill are admitted to the first year high school course, or in case of special strength to the first year of either of the four-year Normal Courses.

Credit Allowed at The University of Illinois.

Plans have matured which will entitle holders of diplomas from the Southern Illinois Normal University to some specific credits. It may be stated in general terms that those whose records are good may usually be able to complete one of the University courses in two years. Some have done this in less time.

Summer Session.

The summer session has become an established feature of the Institution. For incidental fee and tuition, see page eleven. Due credit will be given all regularly completed work. This term opens on the Monday following commencement and continues six weeks.

In addition to the regular classwork represented by the whole faculty, the entire equipment of the Institution is utilized, including the library, the museum, the biological, chemical and physical laboratories, as far as these are needed.

At least two special lecturers have been secured for the summer term. There will be, also, other courses of lectures in the summer of 1914.

The Library.

The Library proper is in a handsome new building known as The Wheeler Library in honor of Judge S. P. Wheeler, for many years the President of the Board of Trustees. It is open each school day, and from 9 to 12 on Saturdays. The library now contains over 22,500 volumes, including a large and well-selected professional library for teachers. Over two hundred dollars are expended annually for current literature. The best of this is bound each year, at an additional expense of more than one hundred dollars.

DEPARTMENTS

There are two general departments—the Normal department and the Department of Training.

The Normal Department

This department gives thoro instruction in the elementary and higher portions of the school course of study, and indeed fits the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through either course shall not be a novice in his calling upon entering the school room. With this idea in mind every branch prescribed to be taught in the common and high schools of our State is included in our course of study. Accuracy and thoroness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind and habituating it to an unhesitating obedience.

The methods of teaching are distinctively Normal. What the student is required to learn, and the method of presenting it, are both designed to give him who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The training work is designed to fit the students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, special and general method; (2) attendance of practice-teachers upon weekly meetings held for study of methods of instruction and management of pupils and classes; (3) actual teaching in the Practice school, under the wise supervision of training teachers of the Normal school; (4) illustrative lessons taught by the several training teachers and heads of departments; (5) observation work under the special direction of the Superintendent of the Training School.

In the Normal department courses of study are offered. They are as follows: 1. A one-year course based on the Illinois State Course of Study, upon the completion of which a "Certificate of Preparation" is issued. 2. A special two-year course for graduates of four-year high schools. 3. An English course of four years. 4. A German course of four years. 5. A Latin course of four years. 6. An Art course of four years. 7. A course in Manual Training of four years. 8. A course in Household Arts of four years. 9. A course in Agriculture of four

years. 10. A Business course of four years. 11. A Professional course of one year for graduates of reputable colleges. 12. A degree course of two years. Courses 3, 4 and 5 are based on a preparation equivalent to that required for a second-grade certificate in Illinois. Course 12 on a regular diploma course of a State normal school, or its equivalent.

APPLIED SCIENCES AND ARTS COURSES

The Southern Illinois State Normal University invites attention to the new courses of study in Agriculture, Art, Biology, Household Arts and Manual Training to be offered for the first time upon the opening of the Fall Term, September 12. In each of these special subjects a complete Normal course of four year iss offered. Upon the completion of any one of these groups a regular Normal Diploma will be issued. Said diploma to be of equal rank with those from the courses in English and Foreign Languages.

The well equipped laboratories of Manual Training, Domestic Science and Art afford ample facilities for work in these departments. But your attention is especially directed to the introduction of Agriculture into the curriculum.

The State Legislature, at its recent session, made a special appropriation for the purchase of a tract of land, and the equipment of laboratories for the scientific study of Agriculture. These laboratories are being fitted up and will be ready for use by the opening of the Fall Term.

The tract of land of approximately 60 acres, adjoining the campus on the south, has been secured by the Institution and will be available at once. This farm will be laid into demonstrating and experimental plots where numerous experiments and demonstrations in soil treatment, farm crops, vegetable gardening, horticulture, poultry, live stock, bee keeping, etc., will be conducted. Students will do practical work in these lines as a part of their regular class exercises.

A suitable plot will be assigned to the Model School for school gardening and nature study.

Poultry and live stock will be provided for regular class study and experiment.

It is intended to give students in these courses a preparation which is extensive enough and thorough enough to enable them to teach or superintend the teaching of these vocational subjects in the schools of the State.

The Order of Studies.

Students are required to take the studies in the order given in the several courses. In case of failure they are required to bring up back work before advancing further. Reasonable exceptions to these rules are allowed through special permission by the President.

The Training School.

This department enrolled the past year 347 children. These are in charge of the training teachers and the superintendent of the practice school. The practice school is an integral part of the Normal School, and offers an opportunity to teachers to become thoroughly familiar with the most modern methods of instruction and to study at first hand a typical school. Every opportunity is offered for the faculty to illustrate such phases of their work as are of interest and value to the normal student.

The students in the elementary school, for the most part, come from the city of Carbondale. In the upper grades and in the high school, however, are enrolled a large number of non-resident students. The Forty-fourth General Assembly passed the Lindley Act, which enables many worthy students to enjoy the advantages of a high school education at the Normal School. On another page will be found a complete list of courses offered in the high school. An effort has been made to provide a modern high school of the most approved type. Our courses prepare for entrance to the best colleges and universities. The students enrolled in these courses have access to the library, the laboratories, the gymnasium, and all the other facilities provided for the use of the regular normal students. In many instances, the students are enrolled in classes in the Normal school, doing the same academic work, and a large number of the high school courses are taught by professors of the Normal School.

Prospective patrons of the elementary and high school are urged to correspond either with the President of the Normal School or the Superintendent of the Training School for more detailed information.

COURSES OF STUDY

English Course.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
C Drawing	B Arithmetic	B History
B Grammar	B Reading	B Drawing
English & Ph. Tr.	Botany 4	Ill. History
C Pedagogy	English & Ph. Tr.	English & Ph. Tr.
B Physiology	B Geography	A Reading

SECOND YEAR

C Literature	A Geography	Music Methods
A Arithmetic	B Pedagogy	Elocution Op'l
C Physics	A History	B'd Drawing Op'l
Elementary Music 3	Zoology 4	A Grammar
Industrial Arts	Industrial Arts 2	D Algebra
		Industrial Arts

THIRD YEAR

Rhetoric	A Drawing Op'l	A Algebra
C Algebra	B Algebra	A Physiology Op'l
Gen. History	History of Art Op'l	Practice
B Chemistry	Gen. History	Gen. History Op'l
Phy. Tr.	Practice	A Pedagogy
	Phy. Tr.	Phy. Tr.

FOURTH YEAR

Practice	Practice	Phys'l Geog.
C Geometry	B Geometry	Eng. Analysis
B Literature	Eng. Essays	A Psychology
Eng. History	B Physics	A Geometry Op'l
Phy. Tr.	Phy. Tr.	A Chemistry Op'l

Latin and German Courses.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
C Drawing	B Arithmetic	Botany 4
B Geography	G Grammar	B Physiology
L Latin or Ger.	B History	B Drawing
English & Ph. Tr.	K Latin or Ger.	J Latin or Ger.
C Pedagogy	English & Ph. Tr.	A Reading

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SECOND YEAR

A Geography	C Physics	Music Methods
I Latin or Ger.	H Latin or Ger.	Elocution Op'l
C Literature	A History	B'd Drawing Op'l
A Arithmetic	Zoology 4	G Latin or Ger.
Elementary Music 3	Practice	D Algebra
Man'l Training 2		B Pedagogy

THIRD YEAR

Rhetoric	A Drawing Op'l	A Algebra
C Algebra	B Algebra	A Grammar
F Latin or Ger.	His. of Art Op'l	D Latin or Ger.
B Chemistry	E Latin or Ger.	A Pedagogy
Phy. Tr.	B Physics	Phy. Tr.
	Phy. Tr.	

FOURTH YEAR

C Latin or Ger.	B Latin or Ger.	A Latin or Ger. Op'l
C Geometry	B Geometry	Practice
B Literature	English Essays	A Psychology
Practice	General History	General History
Phy. Tr.	Phy. Tr.	A Geometry Op'l

Two Year Course.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
Rhetoric	B Arithmetic	Practice
B Geography	A Geography	Elocution Op'l
B Drawing	B History	B'd Draw. Op'l
B Physiology	Practice	B Grammar
B Chemistry	Phys. Tr.	C Pedagogy
		A Reading

SECOND YEAR

Practice	A Drawing	Music Methods
C Geometry	B Algebra	A Latin Op'l
B Literature	B Physics	A Grammar
A Arithmetic	A History	A Psychology
Elementary Music 3	Phys. Tr.	A Geometry Op'l
Industrial Arts 2		B Pedagogy

Agricultural and Biological Courses.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
English	English	English
Algebra	Algebra	Algebra

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Chemistry	Chemistry	Chemistry
Teachers' Sh. Course*	School Management	Drawing (Free Hand)
Poultry*	Crop Production*	Soil Fertility*
Mechanical Drawing*	Zoology—Botany*	Zoology*
Botany*	Latin or German*	Latin or German*
Latin or German*	Phy. Tr.	Phy. Tr.

SECOND YEAR

English	English	English
Physics	Physics	Physiology and Home
History	History	Sanitation
Entomology*	Ornithology 2 days*	Physics
Animal Husbandry*	Horticulture 3 days*	Ornithology 3 days*
Physiology*	Animal Husbandry*	Horticulture 2 days*
	Physiography*	Feeds and Feeding*

THIRD YEAR

English	Com'l Geography	Practice
Com'l Arithmetic	Prin. of Teaching	Pedagogy
Geometry	Geometry	History
Book-keeping*	Book-keeping*	Solid Geometry*
Soil Physics*	Soil Physics*	Botany A*
Nature Study*	Botany**	Farm Mechanics and
Phy. Tr.	Music*	Farmstead*
	Phy. Tr.	Elocution*
		Phy. Tr.

FOURTH YEAR

Practice	Practice	Psychology
Economics	Rural Sociology 3 days	Civics
Soil Fertility and	Home Art 2 days	Science A*
Crop Rotation*	Bacteriology	Selection and
English*	Comparative Embry-	Breeding*
History*	ology*	Apiculture*
Geology*	English*	Practice*
Zoology*—Inverte-	History*	Astronomy*
brate	Geology—Astron.	Adv. Horticulture*
Latin or German*	Zoology—Vertebrate*	Latin or German*
Phy. Tr.	Music*	
	Latin or German	
	Phy. Tr.	

Note.—Students taking a diploma in any group may substitute two terms of work from any other of these groups, with the approval of the President and the one in charge of the department in which the major work is done.

*The student may elect two years of Latin or German and two years of Biology or Agriculture, under the direction of the head of this department. The languages may be taken the first two years or the last two years of the course.

Art.

FIRST YEAR		
<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
Freehand Drawing (C)	Blackboard Drawing	Art (Work in Color)
English	English	B
Algebra	Algebra	English
Chemistry	Chemistry	Algebra
Phy. Tr.	School Management	Botany
	Phy. Tr.	Phy. Tr.
SECOND YEAR		
Art (Work in Color)	Art (Clay Modeling)	Art (Design)
English	English	English
Physics	Physics	Physiology and House
General History	General History	Sanitation
Mechanical Drawing (Manual Training)	Mechanical Drawing (Manual Training)	Manual Training
THIRD YEAR		
Art (Design)	Art (Methods of Teaching)	Art (Advanced Work in Color and Char- coal)
English	Principles of Teach- ing	Pedagogy
Manual Training	Geometry	Practice
Com'l Arithmetic	Com'l Geography	Nature Study
Phy. Tr.	Phy. Tr.	History
		Phy. Tr.
FOURTH YEAR		
History of Art	History of Art	Psychology
Practice	Practice	Practice
English	Rural Sociology and	Music
Economics	Home Art	Civics
Phy. Tr.	English or Music	
	Phy. Tr.	

Manual Training Course.

FIRST YEAR		
<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
C Drawing	B Arithmetic	B'd Drawing
B Grammar	B Reading	B History
English and Ph. Tr.	English and Ph. Tr.	English and Ph. Tr.
C Pedagogy	Botany	D Physics
B Physiology	B Geography	Benchwork

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SECOND YEAR

C Literature	Zoology	B Pedagogy
Gen. History	Gen. History	Gen. History
A & S Algebra	A & S Algebra	A & S Algebra
El. Construction	Woodwork	Joinery

THIRD YEAR

Rhetoric	Decorative Design	B Drawing
C Geometry	B Geometry	A Geometry
Mech. Drawing	Mech. Drawing	Mech. Drawing
C Physics	B Physics	A Physics
Woodturning	Pattern Making	Cabinet Making

FOURTH YEAR

Practice	Practice	Practice
Chemistry	Chemistry	Metallurgy
Mech. Perspective	History of Art	Psychology
Structural Design	Trigonometry	Man. Tr'g. Organiza-
Art Metal	Forging	tion
		Machine Shop

Household Arts Course.

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
B Grammar	B Reading	Eng. & Ph. Tr.
Eng. & Ph. Tr.	Eng. & Ph. Tr.	Biology
Biology	Biology	Algebra
Algebra	Algebra	Art
Art	Art	

SECOND YEAR

C Literature	Geometry	Textiles
Geometry	Bacteriology	Design
Physiology	Chemistry	Chemistry
Chemistry	Sewing	Sewing
Sewing		

THIRD YEAR

History	History	History
C Physics	B Physics	Chem. of Foods
Rethoric	History of Art	B Pedagogy
Cookery	Cookery	Cookery
B Literature		

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FOURTH YEAR

Practice
Methods
Psychology
Cookery

Practice
A Pedagogy
A Literature
Nutrition
Home Economics

Practice
Sociology
Dietetics
Home Economics

Commercial Course.

FIRST YEAR

Fall Term

Eng. and Phys. Tr.
Ment. Arith.
Pen. and Spell.
C Pedagogy
Joinery (Boys)*
Dom. Sci. (Girls)*
Latin or German*

Winter Term

Eng. and Phys. Tr.
Com'l. Arith.
Adv. Penmanship
Agriculture*
Bench Work (Boys)*
Dom. Sci. (Girls)*
Latin or German*

Spring Term

Eng. and Phys. Tr.
Com'l Arith.
Music
Agriculture*
Practice
Practice
Latin or German*

SECOND YEAR

English
Com'l Arith.
B Reading
Type Writ. & Sten.*
Practice
Latin or German*

English
Rapid Calculations
Gen. History
Type Writ. & Sten.*
Chemistry*
Latin or German*

English
Rapid Calculations
Physiography
Type Writ. & Sten.*
Chemistry
Latin or German*

THIRD YEAR

Rhetoric
Algebra
Bookkeeping
Type Writ. & Sten.
Com'l. Hist.

Com'l Geog.
Algebra
Book-keeping
Type Writ. & Sten.
Practice

Pedagogy
Algebra
Book-keeping
Type Writ. & Sten.
Music

FOURTH YEAR

Banking
Economics
Business Eng. &
Ethics
Type Writ. & Sten.*
Geometry
Latin or French or
German

Corporations
Com'l. Law
Pedagogy
Type Writ. & Sten.*
Geometry
Latin, French or
German

Auditing
Com'l. Law
Physiography
Type Writ. & Sten.*
Geometry*
Latin, French or
German*
Elective*

*Optional.

Two Year Course in Household Arts.

Pre-requisites

High School Diploma

1 year Chemistry

1 year Biology

1 year Art

1 year Physics

FIRST YEAR

Fall Term

Sewing
Rhetoric
Physiology
B Literature
Cookery

Winter Term

Sewing
Bacteriology
Cookery
Textiles

Spring Term

Sewing
Chemistry of Foods
B Pedagogy
Cookery

SECOND YEAR

Practice
Methods
Psychology
Cookery

Practice
A Pedagogy
A Literature
Nutrition
Home Economics

Practice
Sociology
Textiles
Dietetics
Home Economics

HIGH SCHOOL COURSES

English Course.

FIRST YEAR

Fall Term

English
Algebra
Ancient History**
Physiography*
Manual Training* or
Domestic Science*
Physical Training

Winter Term

English
Algebra
Ancient History**
Physiography*
Manual Training* or
Domestic Science*
Physical Training

Spring Term

English
Algebra
Ancient History**
Com. Geog.*
Manual Training* or
Domestic Science*
Physical Training

SECOND YEAR

English
Plane Geometry
Mediaeval History*
Zoology
Manual Training* or
Domestic Science*
Elementary Music*
Physical Training

English
Plane Geometry
Mediaeval History*
Zoology
Manual Training* or
Domestic Science*
History of Art*
Physical Training

English
Plane Geometry
Mediaeval History*
Botany or Physiology
Manual Training* or
Domestic Science*
B'd Drawing
Physical Training

*Optional.

**Required in either the first or second year.

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THIRD YEAR

C Literature	Public Speaking	English Poetry
Advanced Algebra	Algebra and Geom.	Solid Geometry
Physics	Physics	Physics
English History	English History	English History
	B Drawing	B Drawing

FOURTH YEAR***

Rhetoric	English Essays	Fiction
Geology*	Geol-Astronomy*	Astronomy*
Chemistry	Chemistry	Chemistry
American History	American History	Civics
B Literature*	Manual Training*	Trigonometry*
Manual Training*		Manual Training

Language Courses.†

FIRST YEAR

English	English	English
Algebra	Algebra	Algebra
Ancient History	Ancient History	Ancient History
L Latin or German	K Latin or German	J Latin or German
Physical Training	Physical Training	Physical Training

SECOND YEAR

English	English	English
Plane Geometry	Plane Geometry	Plane Geometry
I Latin or German	H Latin or German	G Latin or German
Zoology*	Zoology*	Botany or Physiology
Physical Training	Physical Training	Physical Training
Elementary Music	History of Art*	B'd Drawing

THIRD YEAR

C Literature	Public Speaking	English Poetry
Physics	Physics	Physics
F Latin or German	E Latin or German*	D Latin or German*
Medieval History*	Medieval History*	Medieval History*
Advanced Algebra*	Algebra and Geom.*	Solid Geometry*
	B Drawing	B Drawing

FOURTH YEAR

Rhetoric	English Essays	Fiction
C Latin or German	B Latin or German	A Latin or German
American History	American History	Civics*
Chemistry	Chemistry	Chemistry
		Trigonometry*

***Any of the full year courses in agriculture may be offered as an option in this year.

*Optional.

†French may be taken the third and fourth years in place of German.

†Students who elect this course are desirous to complete four years of German and two of French may arrange for substitution.

Vocational Course.†

FIRST YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>
English	English	English
Commercial Arith.	Commercial Arith.	Commerical Corres.
Ancient History	Ancient History	Ancient History
Physiography*	Physiography*	Commercial Geogra- phy*
Benchwork*	Benchwork*	Benchwork*
Zoology*	Zoology*	Botany or Physiol.*

SECOND YEAR

English	English	English
Algebra or Shop	Algebra or Shop	Algebra or Shop
Mathematics	Mathematics	Mathematics
Zoology*	Zoology*	Botany or Physiology*
Woodturning and Pattern Making or Sewing	Woodturning and Pattern Making or Sewing	Woodturning and Pattern Making or Sewing
Mechanical Drawing or Design	Mechanical Drawing or Design	Mechanical Drawing or Design
A. S. & A. Chem.*	A. S. & A. Chem.*	A. S. & A. Chem.*

THIRD YEAR

C Literature	Public Speaking	English Poetry
Shop Problems or Geometry	Shop Problems or Geometry	Shop Problems or Geometry
Physics**	Physics**	Physics**
Chemistry**	Chemistry**	Chemistry**
Agriculture*	Agriculture*	Agriculture*
Bookkeeping*	Bookkeeping*	Bookkeeping*
Cookery*	Metal Work*	Metal Work*
Metal Work*	Cookery*	Cookery*

*Optional.

*Students who graduate from the English, or Language Courses are required to complete four regular studies each term, i. e., obtain 48 term credits and in addition they must obtain credit for six terms of Physical Training, one term of Blackboard Drawing and two terms of B Drawing. Physical Training meets one hour on alternate days; the classes in Drawing meet daily for one period. None of these special courses requires preparation out of class.

A special course in Domestic Science, may be arranged by careful selection from the offering in this course.

†To graduate from this course a student is required to complete fifty-seven units and three terms of Physical Training.

**May be taken in either the third or fourth years.

Southern Illinois State Normal University

FOURTH YEAR

Rhetoric	English Essays	Fiction
American History	American History	Civics
Agriculture*	Agriculture*	Agriculture*
Chemistry**	Chemistry**	Chemistry**
Physics**	Physics**	Physics**
Bookkeeping*	Bookkeeping*	Bookkeeping*
Mechanical Drawing or Design	Mechanical Drawing or Design	Mechanical Drawing or Design

Two Year Vocational Course.†

FIRST YEAR

English	English	English
Commercial Arith.	Commercial Arith.	Commercial Corres.
Agriculture*	Agriculture*	Agriculture*
Domestic Science* or Benchwork*	Domestic Science* or Benchwork*	Domestic Science* or Benchwork*
Zoology	Zoology	Botany or Physiology
Mechanical Drawing or Design	Mechanical Drawing or Design	Mechanical Drawing or Design
Physiography*	Physiography*	Com. Geography*
A. S. A. Chemistry	A. S. A. Chemistry*	A. S. A. Chemistry*

SECOND YEAR

English	English	English
Agriculture*	Agriculture*	Agriculture*
Domestic Science* or Woodturning*	Domestic Science* or Woodturning*	Domestic Science* or Woodturning*
Mechanical Drawing or Design	Mechanical Drawing or Design	Mechanical Drawing or Design
Chemistry	Chemistry	Chemistry
Bookkeeping*	Bookkeeping*	Bookkeeping*
Physics*	Physics*	Physics*

*Optional.

**May be taken in either third or fourth year.

†This course is open to specially qualified students. Those who complete thirty units of work will receive a certificate.

Degree Courses.**

Advanced courses leading to the degree of Bachelor of Education.

FIRST YEAR

Pedagogy	Teaching	Pedagogy
Latin	Latin	Latin
Trigonometry	Trigon. & Anal. Geom.	Anal. Geom.
English	English	English
History	History	History
Zoology	Botany	Histology
Greek	Greek	Greek
German	German	German
French	French	French
Geographic Influences	Descriptive Astron.	Physics
on U. S. History	Conservation of Nat- ural Resources	

SECOND YEAR

Sociology	Latin	Latin
Latin	Mechanics	Mechanics
Mechanics	English	English
English	Chemistry	Geology
Greek	Greek	Greek
French	French	French
German	German	German

*Optional.

**Pedagogy and Teaching are required.

Two years of Latin required of graduates of the English Course. German may be substituted for Latin by permission.

Rules Governing the Degree Courses.

The following rules were adopted by the Presidents of the State Normal Schools of Illinois at a meeting held at Macomb, May 7, 1908.

1st. The degree conferred by the Illinois State Normal Schools shall be known as the "Degree of Bachelor of Education."

2nd. The graduates of the Illinois State Normal Schools, or other State Normal Schools of equal rank, shall be admitted to the Illinois State Normal Schools to two years of graduate study leading to a degree.

3rd. The graduates of Colleges whose graduates are admitted to the graduate schools of the University of Illinois, University of Chicago or Northwestern University shall be admitted to a course of graduate study of one year leading to a degree.

STUDENT TEACHERS

FALL TERM, 1912

Atkins, Bertha
Bartleson, Nina
Brock Voris
Cobb, Thomas
Coleman, F. J.
Creek, John
Crocker, Ray
De Lap, Frank
Entsminger, Mary
Etherton, Lewis
Fishman, Alvin
Garrett, Chloe
Goodwin, Tina
Gray, Ida
Hempler, Irene
Kenshalo, Ralph
Leach, Gail

Lewis, Elizabeth
Marshall, Louise
McCreery, Eloise
McInturff, Vera
McKenzie, Ethel
McKinney, Zilpha
Mitchell, Sarah
Myers, Elmer
Rae, Anna
Rich, Maude
Roach, Lula
Roberts, Edith
Rogers, Fay
Russell, Robert
Sitter, Ward
Watson, Ray
Wilhelm, Ora

WINTER TERM 1913

Brown, Elsie
Casper, Helen
Coleman, Francis
Davis, Martha
Fishman, Alvin
Gent, Verna
Goodwin, Tina
Gray, Ida
Hewitt, Cora
Hiller, Nellie
Hiller, Rolla
Holland, Blanche
Hubbs, Nellie
Hunt, Albert
Karr, Gertrude
Kenshalo, Ralph
Lewis, Elizabeth

Lusk, Fred
Martin, Charles
Martin, Edward
McLaughlin, Viola
Miller, Lucy
Nesmith, Susie
Oliver, Otto
Patheal, Lloyd
Pearson, Alger
Price, Jane
Raines, Pearl
Roach, Lula
Rogers, Ada
Shepherd, Lana
Stewart, Jessie
Stover, Mabel

SPRING TERM, 1913

Alexander, Pearl
Bartleson, Nina
Brush, Clara
Canady, Ethel

McKinney, Frances
McLaughlin, Viola
Merrymon, Mary
Myers, Elmer

Thirty-Ninth Annual Catalog of the

Casper, Helen	Ningler, H. G.
Coker, Jessie	Oliver,
Coleman, Francis	Oliver, Otto
Davis, Rebecca	Parsons, Carl
Dies, Etta	Price, Jane
De Lap, Frank	Rae, Anna
Edmundson, Elma	— Russell, Robert
Fishman, Alvin	Samson, Fred
Garrett, Chloe	Sitter, Oard
Gray, Annette	Sterling, Nellie
Hiller, Nellie	Stearns, Mabel
Hiller, Rolla	Struif, Bertha
Karraker, Guy	Taylor, Richard
— Kelley, Victor	Travelstead, May
Kenshalo, Ralph	Watson, Ray
Leach, Roscoe	Wham, Mabel
Lewis, Elizabeth	Woods, Myrtle
Martin, Charles	

A

Aaron, Tabitha E.	Eldorado
Adkins, Jennie Neal	Cambria
Albert, Elizabeth A.	Marissa
Alexander, J. C.	Marion
Alexander, Verda E.	Du Quoin
Alliston, Mabel M.	Marion
Andrews, Margaret E.	Anna
Aplin, Stella	Golconda
Arms, John J	Thompsonville
Armstrong, La Verne	Mound City
Artz, E. Vey	Carbondale
Ashley, Fred	Omaha
Atkins, Bertha	Carbondale
Austin, Effie	Golconda
Avery, Ida	Johnston City

B

Bailey, Jenneve	Springerton
Bailey, Myrtle	Boody
Baker, Lora	Metropolis
Ball, William	Iuka
Bandy, Hattie	Herrin
Bankston, Anna	Mounds
Barber, Beulah	Rockwood
Bare, Mabel	Bellmont
Barham, Fannie	Marion
Barth, Elsie	Carterville

Southern Illinois State Normal University

Bartleson, Nina.....	Grand Chain
Batson, C. Almon.....	Carbondale
Bearden, Flossie E.....	Marion
Belford, Hugh	Marion
Bennet, W. G.	West Frankfort
Betts, Nora	Pulaski
Bever, Grace.....	America
Black, LaGene	Carbondale
Blakemore, Ida.....	Sparta
Boomer, Cincinnatus	Buncombe
Bost, Edith	Murphysboro
Bostwick, Grace E.	Murphysboro
Boucher, Hattie	Murphysboro
Bovinet, Ben	Galatia
Bovinet, Roy	Galatia
Bowling, Helen	Shawneetown
Bozarth, Leora	Herrin
Bradley, Lillie	Cartersville
Bradshaw, Cora	Paducah, Ky.
Brandon, Zora	Herrin
Breeze, Ruth	DeSota
Brewster, Marguerite	Clifford
Brian, Irene	Sumner
Bride, Gardner	Villa Ridge
Brigham, Blanche	Marion
Brinkman, Gertrude	East Corondelet
Britton, Blanche.....	Anna
Brockett, Evan	Carbondale
Brooks, Jessie	Murphysboro
Brown, Alfred	Omaha
Brown, Althea	Metropolis
Brown, Cecil	Marion
Brown, Owen	Marion
Bruce, Maude	Marion
Brush, Clara	Carbondale
Buchanan, Stella	Lawrenceville
Burge, Omer	Centralia
Burnett, Thomas	Crab Orchard
Burns, Agnes	Marion

C

Caldwell, Mary	Carbondale
Call, Josie	Belleville
Canady, Mabel	Carbondale
Carlisle, William	Gossett
Carmical, M. Ethel	Marion
Carr, Hope	Nashville

Thirty-Ninth Annual Catalog of the

Carr, Jane	Troy
Carter, Gladys	Marissa
Casey, Juanita	Jonesboro
Casey, Maude	Johnston City
Casper, Helen	Cobden
Chamness, Carl	Carbondale
Chamness, Pearl	Marion
Chamness, Willie	Herrin
Cheatham, Grace	Ava
Childers, Cina	Grand Chain
Childers, Effie	Herrin
Clarida, Troy	Marion
Cobb, Thomas	New Burnside
Cohlmeyer, Robt.	Carbondale
Coker, Leona	McLeansboro
Colbert, Avis B.	Hagarstown
Connor, Margaret	Stonefort
Copeland, Flo	New Burnside
Corder, Maude	Marion
Corzine, Sada	Balcom
Cowsert, Ulysses	Elizabethtown
Cox, Clarence	Marion
Crain, Laura	Carterville
Craine, Grace	Campbell Hill
Cremer, Beulah	West Frankfort
Crocker, Raymond	Sheller
Cross, Mary	Mounds
Crowell, Libbie	Marion
Crowell, Ruby	Marion
Crozier, Grace	Carmi
Culley, Kathrine	Herrin
Cupp, Henry	Ava
Cutchin, James	Salem

D

Daily, Madge	Ridgway
Daily, Mildred	Ridgway
David, A. F.	Red Bud
David, Blanche	Mound City
Davis, Etta	Centralia
Davis, Hollie	Campbell Hill
Davis, Mabel	Ava
Davis, Martha	Carbondale
Davis, Rebecca	Ava
Deaton, Alden	Creal Springs
Dees, Etta	Waltonville
Deniston, M. C.	Carbondale

Southern Illinois State Normal University

Deniston, Dollie	Murphysboro
Derrington, Hattie	Murphysboro
Dick, Carrie	Carbondale
Dickens, Cleda	Du Quoin
Dickinson, Jasper	Flat Rock
Dodd, Mary	Marion
Douglas, Grace	Marissa
Downey, Velma	Omaha
Downs, Iola	Carterville
Draper, Curtis	Wayne City
Driskell, Dolitha	Equality
Driskell, Ina	Nashville
Dunaway, Bess	Marion
Dupree, Mazie	Carbondale

E

Easterly, Ida	Ava
Easterly, Minnie	Johnston City
Eatherly, Nellie	Johnston City
Edmundson, Elma	Carbondale
Edwards, Florence	Goreville
Edwards, Sarah	Tamms
Elkins, Richard	Marion
Elliott, Mrs. T. O.	Harrisburg
Elliott, T. O.	Harrisburg
Entsminger, Mary E	Carbondale
Etherton, Frankie	Carbondale
Eubanks, Mayry	Omaha
Eyre, Mary	Carbondale

F

Farley, Lois	Carbondale
Farris, Cynthia	Grand Chain
Felts, Maud	Carbondale
Ferrell, John	Horseshoe
Ferrell, Kate	Carterville
Farrell, Vernon	Equality
Finley, Robt.	Carterville
Flamm, Adolph	Cobden
Floyd, Georgia	Junction
Forde, Nona	Hillview
Fox, Clara	Oakdale
Fritz, Clifford	Freeburg
Fullford, Ida	Rockwood

G

Gaddy, Ada	Olney
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Thirty-Ninth Annual Catalog of the

Gaines, Edith	Frances Mills
Gallimore, David	Creal Springs
Garner, Cecile	Olive Branch
Garrett, Chole	Carbondale
Gayly, Hazel	Harrisburg
Gent, Verna	Carbondale
Gersbacher, Joseph	Carmi
Gillespie, Calvin	Creal Springs
Gillespie, Iola	Creal Springs
Gilmore, Bess	De Sota
Geo, Agness	Eldorado
Goforth, G. Elbert	Omaha
Goodwin, Tina	Carbondale
Grah, Edna	Chester
Grant, Hessie	Marion
Groves, Ethel	Junction
Gray, Annette	Tonti
Gray, Effie	Carbondale
Gray, Ida	Tonti
Greensbury, Olive	Grand Chain
Greer, Minnie	Cartersville
Grommet, Anna	Freeburg
Guthrie, Daisy	Herrin

H

Haden, Jessie	Cairo
Hadley, Stella	Carbondale
Hale, Guy	Karbers Ridge
Hall, Joseph	Cobden
Hardemon, Mattie	Unity
Hargrave, Ebb	Broughton
Harper, Charles	Glendale
Harris, Minnie	Norris City
Harris, Nora Pearl	Johnston City
Hartwell, Hannah	Marion
Hartwell, Helen	Marion
Hartwell, John	Marion
Hasting, Philip	Marion
Hausamann, Bertha	Worden
Hays, Clara	Okarche
Hayton, Kate	Carbondale
Hazel, Ura	Eldorado
Hazel, Ura	Eldorado
Heath, Homer	Keenes
Henson, Clarissa	Norris City
Heston, Eunice	Highland
Hewitt, Cora	Carbondale

Southern Illinois State Normal University

Hewitt, Maud	Centralia
Hicks, Wm. J.	Hicks
Higgavson, Clay	Galatia
Hill, Esther	Marissa
Hill, Florence	Crainville
Hill, May	Mt. Carmel
Hiller, Connie	Carbondale
Hilton, Lawrence	Cobden
Hindman, Chanie	Herrin
Hinkle, Lawrence	Anna
Hodge, Rachel	Mounds
Hogendobler, Alice	Villa Ridge
Holland, Emma	Marion
Holle, Clara	Irvington
Holmes, Dowe	Creal Springs
Horning, Mary	Harrisburg
House, Harriett	Carbondale
Howard, Verbal	Johnston City
Huckaby, Maude	Okawville
Hudgens, Lena	Herrin
Hull, Ella	New Athens
Humphery, Irma	Herrin
Hunsaker, Lena	Cobden

I

Ingram, Elizabeth	Welchburg
Ingram, Mabel	Carbondale

J

Jacoby, Henry	Percy
Johnson, Maude	McClure
Johnson, Ural	Galatia
Johnson, Bertha	Eldorado
Jones, Linnie	Johnston City
Jordan, Roy	Marissa

K

Keef, James	Stonefort
Kelly, Daisy	Creal Springs
Kelly, Maida	Carbondale
Kelly, Nellie	Carbondale
Kent, Olive E.	Tompsonville
Kevil, Susie	Paducah, Ky.
Kimler, Mrs. S. A.	Carbondale
Kimmel, Hallie	De Soto
Kimmel, Walter	Creal Springs
Kinsall, Grace	Omaha

Thirty-Ninth Annual Catalog of the

Krauss, Thos. Jonesboro

L

Lay, Ren Marion
Leach, Mary Gail Bone Gap
Lee, Maybelle Crab Orchard
Lemons, Ethel Harrisburg
Lennon, Vera De Soto
Lewis, Edna Carbondale
Lewis, Ella Johnston City
Lewis, Emma Carbondale
Lightfoot, Douglas Delwood
Lightfoot, H. Reese Delwood
Lindsey, Mattie K. Belleville
Lindsey, Willia Belleville
Livesay, Floss Patoka
Lounsbury, Anna Herrin
Lovejoy, Ida Murphysboro
Lunn, Chas Golconda
Lusk, Fred Flora
Lyerla, Orville Creal Springs

M

Mallonie, Gaynelle Harrisburg
Margrave, Pearl Herrin
Marshall, Ella Murphysboro
Martin, Myrtle Goreville
Marzer, Bertha F. Highland
Mayhew, Julia Carbondale
McAnally, Lena Johnston City
McArthy, Leonard Enfield
McCammon, Leda Metropolis
McCann, Oria Albion
McClay, Etta Oakdale
McClelland, Sara Sandoval
McClintock, Ethel Mt. Carmel
McCollum, Pearl Benton
McCorkle, Cecelia Mounds
McDaniel, Maggie Makanda
McDonald, Grace Marion
McKenzie, Ethel Carbondale
McKinney, Zilpha Carterville
McLaughlin, Gertrude Carbondale
McLaughlin, Margaret Carbondale
McLaughlin, Viola Carbondale
McMahon, Nelle De Soto
McMurphy, Olive Carbondale

Southern Illinois State Normal University

McQuilken, Besse	Marissa
Merrill, Isabelle	Murphysboro
Metzger, Lena	Shobonier
Miller, Bernice	Carbondale
Miller, Cora	Metropolis
Miller, Earl	Marion
Miller, Fern	Carbondale
Miller, Helen	Carbondale
Miller, Ray	Marion
Miligan, Hope	Carbondale
Meisenheimer, Lulu	Jonesboro
Mitchell, Clara	Cartersville
Mitchell, Dess	Marion
Mitchell, Sarah	Carbondale
Modglin, Wm.	Grantsburg
Moore, Marcellus	Carbondale
Moore, Wm. E.	Kendron
Moore, Harry E.	Ridgway
Morgan, Vinnie	Marion
Morton, Katherine	Coulterville
Mullineaux, Sidna	Murphysboro
Mundell, Harry	Benton
Mundell, Stanley	Benton
Murray, Grace	Eldorado
Myers, Elmer E.	Odin

N

Nave, Henderson	Equality
Neal, Ida	Benton
Neal, Victoria	Unionville
Nebughr, Lee	Carbondale
Nebughr, Wm.	Carbondale
Neely, Etta	Herrin
Neely, Gertrude	Herrin
Neilson, Zezzie	Hudgens
Nelson, Lona	Goreville
Ningler, Herbert	Ellis Grove
Noel, Connie	Carbondale

O

Odum, Jay	Carbondale
Odum, Ollie	Carbondale
Odum, R. L.	Benton
Oglesby, Ora	Creal Springs
Ozment, Olive	Johnston City

Thirty-Ninth Annual Catalog of the

P

Pankey, Maude	Hicks
Pankey, Minnie	Harrisburg
Parker, Maud	Paducah, Ky.
Pathall, Lloyd	Carlyle
Patrick, Abraham	Makanda
Patrick, John	Makanda
Patterson, Florence B.	Carbondale
Peer, Homer	Aden
Pemberton, Bessie	Galatia
Penrod, Fred	Vienna
Perkins, Vera	Carbondale
Perkins, Wendell	Carbondale
Peterson, Carrie	Cartersville
Peterson, Eugenia	E. St. Louis
Paterson, Hazel	Marion
Phillips, Lena	Benton
Phillips, Mary	Mt. Carmel
Plumlee, Mary	Du Quoin
Pool, Sadie	Crossville
Porter, Harriet	Dewmaine
Potter, V. Mae	Nashville
Powell, Ruth	Rinard
Price, Ruby	Hillview
Purdom, Dan	Stonefort

R

Ragle, Sadie	Carbondale
Ramsay, Crawford	Olney
Ramsay, Nettie	Carbondale
Randle, Leroy	Freeburg
Randolph, Eva	Omaha
Reel, Mamie	Harrisburg
Reinheimer, Pearl	De Soto
Reitermann, Frieda	Lebanon
Renshaw, Ivy	Renshaw
Rich, Maude	Anna
Roach, Lula	Marion
Roberts, Edna	Lawrenceville
Roberts, Emily	Murphysboro
Roberts, Jessie	Thompsonville
Roberts, Lela Pearl	Eldorado
Roberts, Lena	Pomona
Roberts, Mae	Metropolis
Robinson, Ida May	Carbondale
Rogers, Winifred	Du Quoin

Southern Illinois State Normal University

Rose, Jerry	Saline Mine
Rose, Nell	Hicks
Rosson, Leota	Makanda
Roulette, Pearl	Villa Ridge
Runsey, Samuel	Brownfield
Rushing, Effie	Carterville
Russell, Robt.	Jeffersonville

S

Sanders, Ada	Whiteash
Schmitt, Sarah	Elkville
Schuler, Kate	Villa Ridge
Shackleford, Mabel	Marion
Sherretz, Leonidas	Carbondale
Sherertz, Morton	Marion
Shomaker, S. J.	Murphysboro
Simer, Edna	Salem
Simmons, Marie	Marion
Sims, Mildred	Mound City
Skinner, Jessie	Carterville
Smith, Alvie	Omaha
Smith, Delmar	Freeburg
Smith, Emma	Ashley
Smith, Genevieve	Norris City
Smith, Leonora	De Soto
Smith, Leta A.	Cobden
Smith, Luella	St. Jacob
Smith, Ottie	Lawrenceville
Snyder, Roxey	Carterville
South, Marie	De Soto
Spence, Edith	Carbondale
Spiller, Lloyd	Cobden
Stalions, Minnie	Delwood
Starrick, Ray	Creal Springs
Stearns, Julia	Carbondale
Stearns, Mabel	Carbondale
Sterling, Ruby	Enfield
Stewart, Freda	De Soto
Stiff, Ethel	Harrisburg
Galley 30	
Stocks, Claire	Carterville
Stoneman, Lucy	Freeburg
Summers, Chas.	Thompsonville
Sutton, Edith	Carterville
Swan, Monroe	Marion

Thirty-Ninth Annual Catalog of the

T

Talley, Florence	Dewmaine
Tate, Mae	Herrin
Tate, Zella	Herrin
Telford, Earl	Dix
Thomas, Lillie	Harrisburg
Thomas, Phoebe	Harrisburg
Thomas, Wakeford	McLeansboro
Thompson, Hannah	Ullin
Thompson, Madge	Elkville
Thompson, Pearlie	Ullin
Thompson, Theresa	Carbondale
Travelstead, May	Carbondale
Tucker, Clara	Richview
Turner, Maude	Jonesboro
Tygett, Osa	Carterville

U

Underwood, Bertha	Carterville
-------------------------	-------------

V

Vaughn, Dosia	Golconda
Vaughn, Emma	Clifford
Veach, Earl	Thebes
Veach, May	Carbondale
Vernon, Margaret	Nashville
Vinyard, Nellie	Karbers Ridge

W

Wallace, Ida	Cobden
Wallace, Lena	Carbondale
Walters, Jamie	Miller City
Walther, J. A. B.	Golconda
Warren, Elbert	Alma
Wayman, Maggie	Walnut Hill
West, Ralph	Crab Orchard
Weston, Mae	Olney
Wham, Mabel	Cartter
Wheatley, Mary C.	Harrisburg
Wheeler, Cora	McCormick
Whipkey, Sue	De Soto
Whittington, Maude	Benton
Wiggins, Rolla	Goreville
Wiggs, Guy	Cobden
Wilcox, Barnie	Whittington
Wiley, Pearl	Marion

Southern Illinois State Normal University

Wilhelm, Grace	Carbondale
Wilhelm, Ora	Carbondale
Wilhelm, Ruth	Carbondale
Wilhoit, Grace	Carbondale
Wilhoit, Mary	Carbondale
Williams, Clara	Herod
Williams, Cora	Unity
Williams, Grace	Marion
Williams, Maude	Christopher
Williams, Pearl	Norris City
Williams, Ruth	Junction
Wilson, Lucy	Jeffersonville
Wolf, Bessie	Marion
Wollard, Arva	Herrin
Womack, Nellie	New Burnside
Woods, Abbie	Murphysboro
Woods, Mamie	Murphysboro
Wodson, Henrietta	Paducah, Ky.
Wooldridge, Luella	Dahlgren
Worstman, Emma	Dongola

Y

Young, Gladys	Enfield
Young, Ruby	Enfield
Youngblood, Carmen	Herrin

ALUMNI

The Alumni Association now numbers six hundred and forty-two. The majority of these representatives of the institution are progressive and potent factors in educational centers, exerting a very decided influence upon the lives of the youth of our land. They are widely distributed throughout the Union; and wherever they are, and in whatever work engaged, they retain a most loyal regard for their Alma Mater and the cause of education. The elegant life-size portrait of Dr. Robert Allyn, the president of the school for its first eighteen years, presented by the Alumni Association to the Institution at a cost of twelve hundred dollars, and a life-size portrait of the president is indicative of their loyalty to the Institution which they represent.

For many years the members of the Association have been requested to send their addresses to the President, not later than April 1st, in order that the directory may be as nearly correct as possible. Some do this but many have failed to do so. The request is again made and with *special emphasis* hoping that those who have gathered from the University will aid in keeping a correct address of the entire number. The welfare of the school is in no small degree in the hands of those who have enjoyed its advantages, and this is especially true of the Alumni.

Below is a list of officers and the Executive Committee, followed by an alphabetical list, by years, of all the graduates. The number of years indicates the amount of teaching since graduation.

Officers of the Alumni Association:

President—W. T. Felts, Carbondale.

Vice-President—Mrs. Lillie Wyatt, Salem

Secretary—Mary Buchanan, Carbondale.

Treasurer—Bernard Harriss, Carbondale.

Historian—Mrs. Adella B. Mitchell, Carbondale.

Executive Committee—W. C. Fly, Carbondale, Chairman.

ALUMNI REGISTER

CLASS OF 1876.

1 Brown, John N.	6	
2 Caldwell, Beverly C.	22	.....New Orleans, La.
3 Hawthorn, John C.*		
4 Ross, Geo. C.	6	Dep't of In'r, Wash., D. C., Garret Park, Maryland
5 Wright, Mary†	4½	Farmer..... Cobden 1877.
6 Barns, Belle, D. A. }		
Mrs. H. H. Green..... }	17	.....Bloomington
7 Burton, Arista*		
8 England, James H†.....	6	Farmer R.F.D. 4.....Carbondale
9 Warder, William H.	3	Attorney Marion 1878
10 Caldwell, Delia†	7	Physician .....Paducah, Ky.
11 Courtney, Alva C.*		
12 Evans, Charles E.*		
13 Hanna, James A.	5	Real Estat),.....502 Buck St. Chattanooga, Tenn.
14 Hillman, Orcelia B. }	5	.....Chapman, Kas.
Mrs. Merrill }		
15 Jackson, Sarah E. .... }		.....Du Quoin
Mrs. H. H. Kimmel..... }		
16 Kennedy, George R.* ...	1	Civil Engineer ....Murphysboro
17 McAnally, John T.	3	Physician .....Carbondale
18 McAnally, Mary }	10	.....Mt. Vernon
Mrs. N. H. Moss }		
19 Pierce, Reuben E.	1	Minister .....Ogden 723 Harvard Boulevard, Los Angeles, Cal.
20 Plant, Richmond**		
21 Robinson, Edward H....		Physician, 451 W. 63rd St., Chicago
22 Thompson, David G.	6	Attorney .....Mt. Vernon 1879
23 Burnett, Andrew C.** ...		Lawyer, 414 N. Wall, Joplin, Mo.
24 Farmer, George H.	18	.....Vandale, Ark.
25 McCreery, Ida M.*	1	(Paid tuition one year)
26 Philips, Lyman T.†.....		Dentist .....Nashville 1880.
27 Bruck, Lauren L.	7	Bookkeeper .....Chicago
28 Gray, Joseph*	16	
29 Heitmann, Louis	4	Pharmacist .....Chester
30 Hull, Charles E.† .....		.....Salem
31 Kimmell, Henry A.	9	.....Plentywood, Mont.
32 Mann, Wallace E.*	6	
33 Ogle, Albert B.**		Lawyer...22S. Ill. St., Belleville.....Los Angeles, Cal.
34 Rentchler, Frank P.		

(1) High School.
†Class Historian.
**Paid Tuition.
*Deceased.

Thirty-Ninth Annual Catalog of the

35	Sheppard, Lizzie M. }	8¾	1411 9th, Greeley, Colo.
	Mrs. Dr. J. K. Miller }		
36	Warder, Gertrude A. }	7	1028 Sheridan Rd., Wilmette
	Mrs. C. J. Michelet }		
		1881.	
37	Burton, Charles H.†		Lawyer Edwardsville
38	Hughes, William F.	9	Co. Surveyor and Eng., Murphysboro
39	Karraker, Henry W.	13	Minister Dongola
40	Lorenz, John W.	4	Physician Evansville, Ind.
41	Marshall, Oscar S.		Fruit Grower Salem
42	Marshall, Thomas S. }		Manufacturer Carbondale
43	Sowers, Mary A. }	8	..... Jonesboro
	Mrs. J. C. Scott.		
44	Ward, Edward I*	11	
		1882.	
45	Atkins, Wezette }	2	..... Alamosa, Colo.
	Mrs. C. W. Parkinson... }		
46	Deardorf, Lizzie M. }	6	2104 Ballard Ave., Seattle, Wash.
	Mrs. F. M. DeMoss }		
47	Ennison, Walter J.		Mechanical Engineer, 18 Ft. Green Pl., Brooklyn, N. Y.
48	Goodall, Adella B. }	3	408 W. Main St., Carbondale
	Mrs. H. C. Mitchell }		
49	Krysher, Alice }	10	..... Greenfield, Cal.
	Mrs. W. H. Livingston.. }		
50	Mead, Albert E.†*	1	Ex.-Gov Olympia, Wash.
51	Parkinson, Arthur E.		General Mgr..... Rogers Park
52	Stewart, Henry A.**		Physician Chicago
53	Wood, John W.	18	Superintendent Floresville, Tex.
		1883	
54	Alexander, F. M.	2	Minister Waverly, Kas.
55	Bain, Wm. B.**		4208 Greenwood Ave., Chicago
56	Bryden, Margaret }	9	..... Cobden
	Mrs. J. N. Fitch }		
57	Buckley, Alice M.† }	2	..... Waverly, Kas.
	Mrs. F. M. Alexander.... }		
58	Fager, Daniel B.	22	Supt. Vandalia
59	Houts, Lilly M.	4	Sten. in Ft. Dearborn Nat. Bank 7103 Eggleston Ave., Chicago
60	Kimmel, Belle	5	338 Elm Ave., Long Beach, Cal.
61	Martin, John	8	Physician Tolono
62	Nave, Della A. }	4	..... Jonesboro
	Mrs. P. E. Hileman.... }		
63	Sprecher, Edward L. ...	5	
		1884.	
64	Aikman, Fannie A. }		
	Mrs. D. L. Kimmel* }		
65	Beesley, Alica	3 St. Francisville

†High School.

†Class Historian.

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Southern Illinois State Normal University

66 Buchanan, Clara..... }	2 Cave-in-Rock
Mrs. H. C. Merrymon... }		
67 Buchanan, G. V.....	29	City Supt..... Joplin, Mo.
68 Buchanan, Mary†.....	20	..... Carbondale
69 Burket, Anna L.....	6	..... Carbondale
70 Cawthorn, Chris C.....	1	
71 Duff, Mary B*.....		
72 Gill, Joseph B**.....		..... San Bernardino, Cal.
73 Hendee, LuBird.....	8	..... Fairmount, Neb.
74 Hilemon, Philetus F....		Lawyer Jonesboro
75 Jenkins, John H.....	29	Div. Supt. Schools, Badajos, P. I.
76 Lightfoot, Richard T...	2	..... Los Angeles, Cal.
77 Ridenhower, Carrie*... }		
Mrs. J. L. Mount..... }		
78 Thomas, Maud*.....	4	
79 Treat, Chas. W.....	24	Vice President, Prof. Nat. Sci., Lawrence University, Pearl St., Appleton, Wis.
1885.		
80 Bryden, Helen**.....	25	Academic Dept. S. I. N. U., Carbondale
81 Buckley, Ida M..... }		
Mrs. G. W. Warner..... }		1435 College Ave., Topeka, Kas.
82 Dunaway, Ada L**†.... }		
Mrs. A. S. Caldwell..... }		..... Carbondale
83 Fringer, William R**..	1	Physician, William Brown Bldg., Rockford
84 Hull, Gertrude**.....	15	175 Queen Anne Pl., Milwaukee, Wis.
85 Lacey, Rurie O.....	1	Physician..... Millett, Texas
86 Lancaster, Tilman A...	4	Lawyer and Co. Judge, Lexington, Ky.
87 Miller, John E.....	27	H. S. Teacher..... E. St. Louis
88 Roberts, Mary A..... }		
Mrs. M. H. Ogden..... }	8	..... San Diego, Cal.
89 Thomas, Kate..... }		Teacher of Eng., E. St. Louis
Mrs. D. L. Chapman.... }		
1886.		
90 Allen, Sarah†..... }	20	..... Carbondale
Mrs. J. D. Crenshaw... }		
91 Barber, Florence M... }	3	R. F. D. No. 2, Springfield, Mo.
Mrs. W. M. Boyd..... }		
92 Brown, Adelia A..... }	10	..... Pemberville, Ohio
Mrs. J. O. Ashenhurst.. }		
93 Fryar, Minnie J..... }	12	..... Earlville
Mrs. H. L. Kessler..... }		
94 Fulton, Alexander H...	17	Co. Supt., 727 W. Taylor St., Phoenix, Ariz.
95 Hord, Kittie E..... }	10 Portland, Oregon
Mrs. C. M. Morgan..... }		
96 Hundley, Louella*... }	18	
Mrs. J. H. Andrews.... }		

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Thirty-Ninth Annual Catalog of the

97 Kennedy, Maggie*	14	
98 Loomis, Carrie I. }	1	R. F. D. No. 1, Tompsonville
Mrs. M. G. McCreery. }		
99 McAnally, Fannie D. }	1	..... Vandalia
Mrs. D. B. Fager. }		
100 Nichols, Luella }	8	..... Edwardsville
Mrs. J. G. Irwin* }		
101 Storment, Edgar L*	14	
102 Williams, Cora. }	2	411 S. Monrovia, Pomona, Cal.
Mrs. R. W. Wiley. }		
	1887.	
103 Allen, Robert M** . . . . .		.....St. Louis, Mo.
104 Blair, Carrie*		
105 Bryden, Rockwell**		Asst. Chief Clerk Ry. Mail Ser-
		vice Carbondale
106 Campbell, H. M.**		Pres. Bd. Civil Service, Chicago
107 Cleland, Calra B. }	1	.....5509 Monroe Ave., Chicago
Mrs. J. W. Strong. }		
108 Cleland, May }	4	"The Plaza" care H. B. Schuler, .
		Baltimore, Md.
109 Cowan, David J.	8	Lawyer Vienna
110 Glick, Albin Z	2	Agent Foxholm, N. Dakota
111 Goodall, Samuel H.	2	Lawyer Marion
112 Harmon, Mark D.	13	Principal Xenia
113 Hawkins, Cicero R.		Attorney, 457-8 N. Y. Block,
		Seattle, Wash.
114 Hewett, Emma L. }	3	..... Hickman, Ky.
Mrs. W. H. Baltzer. }		
115 Hill, Mary A. }	7	..... Centralia
Mrs. S. A. Frazier. }		
116 Hundley, Nannie	21	201 West Union St., Marion
117 Johnston, Lewis E.	1	Mercantile Business, Keyesport
118 Kirkpatrick, James H.	13	..... Frendale, Wash.
119 Lawrence, Bertha†	21	..... Tipton, Ia.
Mrs. W. H. Uhler.		
120 McMackin, Edward G.	2	Dentist Salem
121 Philips, Louise E.	2	..... Chicago
122 Ripley, Charles H.		Att'y for Am. Radiator Co.,
		3530 Leta St., Lake View Sta-
		tion, Chicago.
123 Scott, Luther T.	1	Printer,
		Weiss Hotel, E. St. Louis.
124 Searing, Harry R.*		
125 Sebastian, Julia A.	20	..... Buffalo, N. Y.
126 Smith, Seva A. . . . . }		..... Ely, Nev.
Mrs. G. S. Hoag. }		
127 Snyder, Lydia E.	19	..... Chicago
128 Tait, Minnie A. }		3530 Leta St. Lake View Sta-
Mrs. C. H. Ripley. }		tion, Chicago.
129 Turner, George T.	2	Att'y and Banker. Vandalia
130 Wham, Steuben D.	2	Farmer Cartter

(1) High School.
†Class Historian.
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*Deceased.

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	1888.
131 Baumberger, Louise† ... }	13 Prin. for Ill. State School for
Mrs. S. M. Inglis }	Blind Jacksonville
132 Briback, Catherine }	8 Memphis, Tenn.
Mrs. Hans Johnson..... }	5 Bus. Mgr. Lewis Inst.,
133 Hall, William H.....	750 Madison St., Chicago
134 Hickam, Ada }	4 Mounds
Mrs. G. H. Wood }	1 ... 1127 S. 2nd. St., Springfield
135 Johnson, Calile }	21 Seymour
Mrs. Dr. Wm. A. Young }	21 Alturas
136 Leary, Mary E.....	1 Portland, Ore.
137 Lindsay, David W.....	1 Cashier.
138 Morgan, Charles M.....	615 Bos. Bld., Denver, Colo.
139 Reef, William A**.....	2
140 Richard, Kate E.*..... }	17 Real Estate Normal
Mrs. W. A. Stuart..... }	1
141 Street, Jasper N.	11 Deland
142 Trobaugh, Frank E ..	1889.
143 Wham, Maggie E }	4 Tacoma, Wash.
Mrs. Louis Hurst ..... }	..... Sikeston, Mo.
144 Allyn, Lois A }	21 Dept. of Geog. S. I. N. U., 709
Mrs. D. L. Mason }	Normal Ave., Carbondale.
145 Bridges, Mary E..... }	16 Cash. 1st. Nat. Bank, DuQuoin
Mrs. Dr. E. J. Malone.. }	21 Prin. Blakley H. S.,
146 Coyler, Frank H.....	Port Blakely, Wash.
147 Kimzey, Walter R	11 Traveling Salesman, Centralia
148 McMeen, John D.....	8½ 316 E. North St., DuQuoin
149 Parkinson, J. M.	16 Prin. High School, 313 East
150 Parks, Elizabeth† }	Jefferson St., Bloomington.
Mrs. Lucius D. Skinner }	1890.
151 Wallis, William	Lawyer,
152 Bain, John Charles.....	1115 "The Temple," Chicago
153 Hackney, Kate G..... }	3 R. F. D. No. 1, Waggoner
Mrs. E. O. Rogers }	5 1750 B Ave., Cedar Rapids, Ia.
154 Hull, Bertha **..... }	3 State Senator Springfield
Mrs. H. D. Warren.... }	1 11 Scott St., Chicago
155 Keller, Kent E.....	5 Bus. Mgr., Mt. Carmel Register
156 Lansden, Mary G.** ... }	7 Supervising Principal,
Mrs. Robert P. Bates .. }	560 N. 12th St., E. St. Louis
157 Ramsey, Joseph E.....	14 Real Estate,
158 Sams, Fountain F.†...	276 S. Thomas St., Pomona, Cal.
159 Smith, Mabel*	
160 Stornment, John C....	

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* Deceased

Thirty-Ninth Annual Catalog of the

161 Torrance, Anna Eliza...	12 Salem
162 Van Cleve, Martin T...	20 Prin. Town H. S.....Eldorado
	1891.
163 Alexander, R {	17 984 Simpson St., New York, N. Y.
Mrs. Wells Temple Slate }	1 Broker, Postal Tel. Bld., Chicago
164 Beman, George W	1 Special Service Dept., Root's
165 Blanchard, Guy	Newspaper Ass'n., 245 S. Market
	St., Chicago.
166 Boyd, Frank L	8 Lumber Boulder, Colo.
167 Burkett, Grace L.†	9 Asst. Art Teacher S. I. N. U.,
	Carbondale
168 Clark, Lulu	20 High School,
	424 N. G. St., East St. Louis
169 Freeman, James A.	19
170 Hill, Mary E.*	6
171 Holden, Emma {	3 Los Angeles, Cal.
Mrs. H. A. Ross }	
172 Hord, Addie* {	12
Mrs. F. A. Parkinson . . . }	
173 Lawrence, J. H.	20 Teacher Park Col.,
	Parkville, Mo.
174 Loomis, Lydia Maud . . . }	5 Makanda
Mrs. Willis Redlén . . . }	
175 Peebles, Lizzie S. }	8 Lewiston, Mont.
Mrs. Pfsauss }	
176 Snyder, Arthur J	14 Ranchman, Springfield, Ida.
177 Sprecher, Theo. M. }	5 Nogales, Ariz.
Mrs. G. B. Marsh }	
178 Steele, Robert E.	1 Physician, 1167 S.11 East Salt
	Lake City, Utah
179 Stern, Lewis	21 Supt. Butterfield, Minn.
180 Whitney, William** . . .	2 Garden City, Kan.
181 Ayer, Philip S. A. B.,	
M. D.	10 Physician Texas
182 Barr, Jessie Glein }	6 1167-S.11 East Salt Lake City,
Mrs. Dr. Robert Steele. }	Utah
	1892.
183 Bliss, Anson Lee	11 Real Estate & Loans,
	2357 West Los Angeles, Cal.
184 Buckley, Elizabeth . . . }	1 419 Grand Ave., Carbondale
Mrs. O. J. Rude }	
185 Bundy, Joseph B	6 Business Manager, O. & M. V.
	Phone Co., Murphysboro
186 Cochran, William P.† . .	3 Editor, P. M.,
	Marble Falls, Texas
187 Davis, Mary E. }	1 P. M. Springfield, Ida.
Mrs. A. J. Snyder }	
188 Emerson, John	11 Asst. P. M., 431 Pike Ave.,
	Cannon City, Colorado
189 Gailbraith, Chas. M* . . .	
190 Kimmel, E. Lee }	7 Junction
Mrs. T. Guy Hick }	

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Southern Illinois State Normal University

191 Kimmel, Ruby I.....	49 630 N. 10th. St., Los Angeles, Cal.
192 Lawrence, Blanche.... }	11 Georgetown Cal.
Mrs. J. B. Hancock.... }	2 Lawyer Sullivan, Ind.
193 Lindley, John Wm....	6 Meat Inspector, 500 Johnson St.,
194 Lirely, Wm. H.....	Louisville, Ky.
195 Norton, Ralph B.....	2 Lawyer..... Carterville
196 Nichols, John B.....	20 Oxnard, Cal.
197 Patten, Arthur E**.....	Sales Promotion, 1128 10th. St.,
	Sacramento, Cal.
198 Peterson, Grant	4 Mining Official Carterville
199 Ragsdale, Joseph S....	17 President Western Normal,
	Paducah, Ky.
200 Wallis, Mary	13 Mascoutah
201 Wham, Agnes G..... }	5 Cartter
Mrs. James Reed	
202 Wham, Dora A..... }	2 Pyatt
Mrs. John Pyatt	
	1893.
203 Brawn, Robert	17 Farmer..... Makanda
204 Clendennen, Geo. E....	19 Supt..... Mount Pulaski
205 Curtis, Sarah L..... }	7 R. F. D. No. 28, Edgar
Mrs. Frank L. Moss.... }	4
206 Davis, Chas. H*.....	16 O'Fallon
207 Glenn, Wm. T.....	6 Hagarstown
208 Henninger, Jennie..... }	
Mrs. I. C. Clark..... }	5 314 E. College Ave., Greenville
209 Hubbard, Mary E..... }	2 Lawyer Stern Bldg. Quincy
Mrs. Frank E. Watson. }	2 Physician Salem
210 Hubbard, Samuel A....	5 Supt. Deaconess Home,
211 Kell, Omer Adrian....	22 N. Erie St., Chicago
212 Lingenfelter, Sarah A.	6 Lawyer Corning, Ark.
	Real Estate and Loan Agent,
	Carbondale
215 Rude, Otto J.†.....	8 Traveling Salesman,
	419 Grand Ave., Carbondale
216 Songer, Mary E..... }	6 Kinmundy
Mrs. Jas. T. Brown.... }	1
217 Stout, Charles L*	19 Town H. S. Murphysboro
218 Whittenburg, Sarah ...	16 Supervising.... Greenfield, Ind.
219 Woodson, Myrtle F....	1894.
	4
220 Applegath, John L.*...	4 Carbondale
221 Applegath, May A..... }	
Mrs. Arthur Wiswell.. }	8 Music Teacher, 160 Prospect
222 Chandler, Larkin C....	St., Gloucester, Mass.
	4 Farnell, New Mexico
223 Burge, Lloyd E.....	4 613 W. White, Champaign
224 Cochran, Maude O..... }	
Mrs. Andrew Proctor.. }	

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†Class Historian.
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*Deceased.

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225	Dougherty, Andrew J.	13	Capt. 30th. U. S. Inf., P. I.
226	Ellis, Jacob T.*	12	Math., S. I. N. U., Carbondale
227	Felts, William Troy	2	Carbondale
228	Hodge, Jennie†	9	California
	Mrs. W. T. Felts		
229	Jenkins, Harriett E.	9	Postmaster Steelville
	Mrs. Harriett Imhoff	16	Kell Kell
230	Jay, Norman A.		Lumber Dealer Salem
231	Kell, Iva Lucy	3	Farm Imp. Dealer . . . Rochester
232	Kell, Lincoln S.	9	Agt. Ginn & Co. Marion
233	Lakin, Edward F.	1	Electric Eng. care Uni. Club, 3209 Boaz St., Los Angeles, Cal.
234	Longbons, Edward		
235	Mohlenbrock, Eric*	5	Agt. D. C. Heath & Co., 2423 E. 11th. Ave., Denver, Colo.
236	Ofigle, J. Howard	3	Louisville
			Physician Chicago
237	Philips, Myrtle K.	16	Principal Cresent City
	Mrs. H. Z. Zuck	1895.	
238	Pugh, Charles H	17	8 Courtney Ave., Newburg, N. Y.
		2	
239	Ramsey, Estelle	2	Salem
	Mrs. J. Rufus Beard		
240	Smith, Edgar A.	14	Greenville
241	William, Arthur E.	15	Carterville
			106 Romine St., Urbana, Illinois
242	Anderson, Margaret	9	Carterville
243	Baker, Roda May*	15	Gibson City
	Mrs. Geo. L. Roberts	17	Farmer Salem
244	Barton, Josie M	3	County Treasurer, 822 Logan, Carbondale
	Mrs. Fred Goodnow		
245	Baughman, Ola*	1	Johnson City
	Mrs. C. H. Bainman		
246	Bennett, Francis W.**	17	Prin. Man. Tran'g H. S., colored, 840 Freeman Ave., Kansas City, Kansas.
247	Davison, Mary	9	Mt. Vernon
	Mrs. J. T. Taylor		
248	Ferrell, Minnie†		Colton, Cal.
	Mrs. A. L. McKinney	9	Paducah, Ky.
249	Ferrell, Nora		
	Mrs. H. F. McKinney		
250	Haney, Thomas J.		
251	Jones, David Oscar		
252	Kell, Albert Baker		
253	Lee, Homer Dalton		
254	Nichols, Cora E.		
	Mrs. D. O. Jones		
255	Patterson, John E.		
256	Roane, Emma H.		
	Mrs. Howard		
257	Snider, Fred M		
258	Sowell, Myrtle I.		

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*Deceased.

Southern Illinois State Normal University

259 Williams, Chas. J. (1) .	Auditor Interurban Ry. & Ter. Co., 415 Sycamore St., Cincin- nati, Ohio
260 Yourex, Maybel Clare..	11 .....Colorado Springs, Colo. 1896.
261 Boomer, Cincinnatus ..	15 Principal .....Okla. City Okla.
262 Crane, Ezra	2 Ry. Postal Clerk, 727 Barrett St., Louisville, Ky.
263 Cundiff, Viola N..... }	2 Cairo
Mrs. Dr. J. J. Rendle- }	
man }	
264 Edman, Mate	12 .....Breckenridge, Minn.
265 Etherton, Guy E.....	Socialist Lecturer and Propa- gandist, 1512 Pasko, Kansas City, Mo.
266 Flint, Minnie Ruth*... }	5
Mrs. Chas. M. Philips.. }	
267 Gilbert, John Philo ...	9 Dept. Biol. and Agri. S. I. N. U., Carbondale
268 Harker, Oliver A (1) ..	Cashier Bank, Johnston City
269 Hobbs, Matilda J	2 Calton, Cal.
Mrs. Fred M. Snider... }	
270 Karraker, Ira O.....	2 Bank Cashier .....Jonesboro
271 McCormic, George	13 London Mills
272 McGahey, Leah C..... }	10 Carbondale
Mrs. Edmund W. Reef. }	
273 Perrot, Richard H.	14 Superintendent Kansas
274 Peters, Mabel K.....	14 Teacher of Music and Eng. H. S. Tr. Sch. S. I. N. U., Carbondale
275 Roberts, George L.*...	15 Lander, Wyo.
276 Robinson, Samuel T.†..	1 Wickliff, Ky.
277 Royal, Stella Ethel }	
Mrs. Frank Moore }	
278 Spillar, Adelbert L....	Attorney .....Carbondale
279 Tavlör, Oscar T.	Farmer and Merchant, McClure
280 Thompson, Bessie M... }	.....4427 N. Hermitage, Chicago
Mrs. Paul C. Miller }	
281 Thompson, Ralph (1) ..	Farmer Carbondale
282 Truscoe, Laura M.....	13 High School Winchester
283 Wham, Geo. D. B. Ed..	16 Pedagogy S. I. N. U. Carbondale 1897.
284 Amon, Bartram*	1
285 Barter, Rachel Jane ...	12 Marion
286 Berkev, Helen Lucile.. }	4 Murphysboro
Mrs. John Kennedy }	
287 Boulden, Hattie Anna..	9
288 Bridges, Abbie L	2 728 East 42nd., Chicago
Mrs. John Davis }	
289 Bridges, Ella L	15 449 E. 66th., Chicago
290 Bridges, Roland E.....	Trav. Salesman Carbondale
291 Burkhart Carl	Bank Cashier Benton

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†Class Historian.

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*Deceased.

Thirty-Ninth Annual Catalog of the

292 Clements, Louis (1)...	1 Lawyer, 319 The Temple, Danville
293 Crawford, Mary (1) ...	9 Jonesboro
294 Cross, Arthur G.....	3 Ry. Postal Clerk, 3661 Washing- ton Blvd., St. Louis, Mo.
295 Etherton, William A...	2 Prof. Architecture, care Agri. College, Stillwater, Okla.
296 Hayes, May Keeney.... }	..... Charleston
Mrs. C. A. Quackenbush }	
297 Kirk, J. T.	13 Supt. of City Sch. and Prin. of Township High School
298 Kislinger, Uriah	7 ....127 S. Kickapoo St., Lincoln
299 Marberry, William T..	6 Ry. Postal Clerk Gilman
300 McAnally, Jesse Frank.	4 Minister .....Buffalo, Ill.
301 McKown, James Edgar.	15 Prin. Lincoln H. S., 528 N. 60th. St., Seattle, Wash.
302 Parkinson, Daniel M...	Dist. Supt. S. W. T. & T. Co., 117 E. Washington Pl., San Antonio, Texas
303 Peters, Helen N	1 Music Teacher Carbondale
Mrs. C. H. Elliot..... }	7 Music Teacher Burnett, Cal.
304 Philips, Lucy Haven .. }	Cor. 31st. and Grand Ave.,
305 Pickerel, Per	Kansas City, Mo.
Mrs. B. F. Bird	Ry. Postal Clerk ....Carbondale
306 Reef, Edmond W.	3 Author, 2302 Harrison St., Evanston
307 Roberts, Arthur	4 Clerk Carbondale
308 Roe, Nellie	4
309 Steward, Ellen	10 Carbondale
310 Weller, Nellie	6 Carbondale
311 White, Maud	3 Letter Carrier, 303 Willow, Carbondale
Mrs. Elsa Cox	
312 Woods, William H....	
313 Alvis, Harry J.....	1898.
314 Barnum, J. A.....	13 Teacher of Mathematics, High Sch., 612 23rd. St., E. St. Louis
315 Barrow, James W.....	7 St. Louis, Mo.
316 Boucher, Andrew,S.A.B.	6 Physician Carbondale
317 Buchanan, Nina O.....	13 Superintendent .....Dexter, Mo.
318 Clements, Robert	6 Cor. 4th. and Spring St., Seattle, Washington
319 Cowan, John F.....	1 Physician Danville
320 Crawshaw, Soloman ...	2 Carterville
321 Fly, William C	Med. Student, St. Louis Mo.
322 Gilbert, Ida M..... }	10 Merchant, 511 Ash., Carbondale
Mrs. Maurice Phillips.. }	.....114 Bagg St., Detroit, Mich.
323 Huggins, Margaret ... }	7 Salmon City, Ida.
Mrs. J. G. Langsdorf .. }	11 142 Vauxhall St., New London, Conn.
324 Hypes, Cornelia Allyn†. }	
Mrs. C. B. Whittlesey.. }	3 Kimmundy
325 Jack, Jessie	Trust Officer, Cahokia Bld., Ill.
326 Munger, Robert	State Trust & Banking Co., East St. Louis

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*Class Historian.
**Paid Tuition.
*Deceased.

Southern Illinois State Normal University

327 Ozment, Fannie	{	1	Decatur
Mrs. H. W. Reynolds . . .	}		
328 Parkinson, Franklin A.			Real Estate & Loans, 711 Ave. C., Lawton, Okla.
329 Patten, Lucy M.	{	2	Carbondale
Mrs. Dr. Jas. W. Barrow . .	}		
330 Perry, Mary Helen . . .	{	8	Carbondale
Mrs. Dr. H. E. Lightfoot . .	}		
331 Quackenbush, Chas. A.		1 Attorney	Charleston
332 Rhodes, Miriam E.	{	11 Los Angeles Heights, Cor. Loma and Orange Sts., San Antonio, Texas	
Mrs. Chas. H. Blackford . .	}	13 Principal	Durate, Cal.
333 Shepard, A. E. . . . .			. . . . . Carbondale
334 Snider, Kate	{		
Mrs. J. W. Miller	}	8	Westville
335 Thornton, Edna	{	3	
Mrs. J. Ed. Thomas	}	8 Mine Clerk, Big Muddy River Consolidated Coal Co., Johnston City	
336 Thornton, Nina		12 H. S.	21 7th. St., Cairo 1899.
337 Toler, William L			
338 Wilson Margaret		12	Grand Tower
339 Blake, Edward J.		2 2400 Harrison Ave., Evanston	
340 Brainard, Pearl	{		Machinist Cartersville
Mrs. Albert Bowman . . . .	}		. . . . . Carbondale
341 Brainard, Stuart	{	13 County Supt.	Fairfield
342 Brewster Elizabeth . . .	}	8	Pawnee, Okla.
Mrs. Ralph Thompson . . .	}	3 Physician	Tennessee
343 Cisne, W. G.		Banker, Member of House of Representatives . . .	Carbondale
344 Cowan, James P.		12	New York City
345 Crawford, J. E.		9	Haywood, Wis.
346 Etherton, James M . . .		11 Supt.	Sulphur, Okla.
			Hyde Park Calif.
347 Grove, Bessie L.		4 Trustee S. I. N. U. . .	Carbondale
348 Haldaman, Margaret . .		1 Bank Cashier	Harrisburg
349 Harris, W. O.			Physician and Lecturer, Marion Sims Med. Col., St. Louis
350 Hooker, Lulu T., Mrs. . .			. . . . . St. Louis
351 Karraker, Orville M. . .		13 City Supt.	Hillsboro
352 Marchildon, John W. . .		5 City Attorney	Centralia
		12 Teacher, 2616 Danna, Berkeley, Cal.	
353 McConaghie, Thomas . .		1 Merchant	Kinmundy
354 McKittrick, F. D. . . .			La Grande, Oregon
355 Murphy, Wm. Gordon†			
356 Palmer, Myrtle Irene . .		13	St. Louis, Mo.
357 Pruett, Charles F		7 Farmer	Campbell Hill
358 Roe, Edith			
Mrs. Howard Hull Hus-			
ton			
359 Stuart, Josephine			
360 Webkemeyer, Chas. W.			

(1) High School.
†Class Historian.
**Paid Tuition.
*Deceased.

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1900.	
361 Besse, Beula	3 54 S. Arlington, East Orange,
Mrs. Sheridan	New Jersey
362 Boomer, Simeon E	11 Dept. of Physical Science S.I.N.U.
	Carbondale
363 Elder, Mary E.....	1
Mrs. B. Sanders	Carbondale
364 Fryar, Mary	1
Mrs. Dr. Alonzo Go-	Allen, Kan.
lightly	
365 Groves, C. Cooper	11 Principal
366 Hartwell, Andrew Duff.	Attorney
367 Kell, Ida	Marion
Mrs. W. H. Farthing ..	6
368 Kessler, Harvey L.....	Foxville
369 Marberry, J. Oscar	12 Prin. T. H. S. Roseville, Ill.
370 McConaghie, Tillie....	11 Prin. T. H. S. Robinson
Mrs. Dr. Wm. Walker. }	4129 Manchester Ave.,
371 McKnelly, Jacob.....	St. Louis
	6 Director of Agencies,
	Hutton Bld., Spokane, Wash.
372 Plater, M. Ethel.....	..... Carbondale
Mrs. Elmer Shank.... }	
373 Pollock, Clara*.....	
374 Reef, A. J.†.....	Civil Engineer.... Denver, Colo.
375 Robinson, Mattie.....	6
Mrs. Edward Affalter.. }	Louisville, Colo.
376 Spence, Bertha.....	.....511 Ash, Carbondale
Mrs. W. C. Fly..... }	
377 Stewart, Nora.....	10
	St. Louis, Mo.
1901.	
378 Barrow, John V.....	6 Physician, County Hospital,
	Los Angeles, Cal.
379 Brandon, Wm. A.....	3
380 Burton, A. H.....	St. Louis, Mo.
	8 Attorney, 569 E. Pine St.,
	Portland, Oregon
381 Daniel, J. Frank.....	6 Asst. Prof. of Zoology, Cal.
	1
382 Davis, A. Clara.....	Mahomet
Mrs. Roscoe L. Myers.. }	10
383 Demmer, John E.....	Farmer City
384 Gambil, John M.....	6 Physician
385 Harper, Owen E.†.....	Centralia Ill.
386 Launer, Stella M.....	11 Prin.
387 Schmalhausen, Winifred }	E. St. Louis
Mrs. Gilbert P. Randle. }	11
388 Skaggs, Wm. Walter..	210 Laflin, Chicago
	6
	Mattoon
389 Smith, E. B. F.....	5 Claim Agent, Big Four R. R.,
	Mt. Carmel
	2 City Attorney, 400 W. Main St.,
	Carbondale.

(1) High School.

†Class Historian.

**Paid Tuition.

*Deceased.

Southern Illinois State Normal University

1902.

390 Brush, Bessie**	3 Teacher of Hist Champaign
391 Doty, John M.....	4 Traveling Salesman, 801 Golden Gate Ave., San Francisco, Cal.
392 Felts, Lorni.....	2 Asst. Bank Cash ....Harrisburg
393 Graham, Malcolm.....	9 Principal Lincoln, Neb.
394 Gubleman, Lily†.....	10 Township H. S. Robinson
395 Hester, Edna.....	4 Fayetteville Ave.
396 King, Leslie..... { Mrs. George Beaver... }	5204 Morgan St., St. Louis, Mo.
397 Kirk, Mary E.....	10 159 N. Evergreen Ave. Kankakee, Ill.
398 Kirk, Vida G.....	9 159 N. Evergreen Ave. Kankakee, Ill.
399 Launer, June.....	4 Chicago
400 Layman, Thomas.....	Attorney Benton
401 McMurphy, Kate { Mrs. Dr. C. A. Miller.. }	1 Macon
402 Mimock, J. K.**.....	1 Stenographer ....St. Louis, Mo.
403 Norfleet, B. F.....	1 Proprietor of Correspondence School .....Louisville, Ky.
404 Perce, Clara P..... { Mrs. C. H. Pratt..... }	4 .....307 Pike St., Cincinnati, O.
405 Smith, Ada I..... { Mrs. J. Frank Mackey.. }	1 Centralia
406 Stotlar, John Y.....	1 Lumber Dealer..... Carbondale 2406 Market Ave., Fort Worth, Texas
407 Tanner, Lillian..... { Mrs. S. R. Hoyt..... }	10 Supt. Pinckneyville

1903.

409 Ballard, Sanford.....	9 Ry. Postal Clrek.....Carbondale
410 Bellamy, John G.....	..... Pomona
411 Bowyer, Emma.....	8 Asst. in Latin and German, I. S. N. U. Carbondale
412 Burbaker, Loren E....	Minister .711-21 St. Ensley, Ala.
413 Crow, Eleanor.....	6 McLeansboro
414 Elis, Winifred M.†..... { Mrs. W. D. Banister... }	3 Huntley, Mont.
415 Gibson, Anna L.....	9 Sparta 1513 Monroe St., Chicago
416 Hiller, Jacob.....	8 .....Grand Forks, N. D.
417 Hunsaker, Andrew F..	Traveling Coal Inspt.... Ashley
418 Lee, Ardell A.....	1 Bank Cashier Richview
419 Lee, Chester Arthur...	4 .....6145 Woodlawn, Chicago
420 Lightfoot, Ella.....	1 Bookkeeper Bush
421 Martin, Rolla A.....4	7 Agricultural Dept. S. I. N. U. Carbondale
422 Muckleroy, Renzo.....	8 Teacher of English, Collinsville, H. S.
423 Teeter Lillian.....	33331 So. Park Ave., Chicago
424 Thomson, Lavern..... { Mrs. D. L. Blain..... }	5 Attorney, Salem
425 Wyatt, Roscoe D.....	

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†Class Historian.
** aid Tuition.
*Deceased.

Thirty-Ninth Annual Catalog of the

1904-

- | | |
|-----------------------------|---|
| 426 Avis, Clarence E..... | 6 Traveling Salesman, Harrisburg |
| 427 Black, J. Taylor..... | 1 Physician St. Louis Mo. |
| 428 Bowlby, Joel M..... | Sec., Little & Hays Investment
Co., 303 N. Fourth St., St. Louis
Missouri |
| 429 Fay, Curtis { | 1 Pomona |
| Mrs. Jno. G. Bellamy.. } |936 First Nat. Bank, Chicago |
| 430 Ernest, T. R..... | 1 Ry. Postal Clerk, |
| 431 Etherton, Homer D.... | 608 W. College, Carbondale |
| 432 Hawkins, May..... | 8 County Supt..... Mound City |
| 433 Hobbs, Thomas M..... | 5 Dayton, O. |
| 434 Lightfoot, Anna E..... | 1 Med. Student St. Louis, Mo. |
| 435 Ozment, Wm. Lee..... | 328 Elm Ave., Long Beach, Cal. |
| 436 Rogers, Gay..... { | 9 H. S. Eng. and Latin Olney |
| Mrs. Roscoe Keer..... } | 1 Richview |
| 437 Schmalhausen, Ella... } | Merchant..... Carbondale |
| 438 Smith, Minnie..... { | 6 Commandant Morgan Park Mil-
itary Acad., Morgan Park, Ill. |
| Mrs. C. Arthur Lee.... } | 8 St. Charles |
| 439 Taylor, Roscoe..... | 4 Salem |
| 440 Teeter, Robt. W..... | 7 Banker Alto Pass |
| 441 Temple, H. W..... | 8 Hillsboro |
| 442 Toler, Lillie..... { | |
| Mrs. Roscoe D. Wyatt.. } | |
| 443 Wilkins, Roy†..... | |
| 444 Beckemeyer, Harry J.. | |
| 1905. | |
| 445 Bell, Arthur T. M..... | 7 Math., care Englewood H. S.,
717 W. 43rd. Place, Chicago |
| 446 Burgess, Lena..... | 3 Johnson City |
| 447 Cox, H. Lee..... | 7 Principal Hillsboro |
| 448 Entsminger, Edith V.. { | 3 Carbondale |
| Mrs. E. V. Miller..... } | |
| 449 Etherton, Leona(1)... { | 1 ....718 Morse Ave., Rogers Park |
| Mrs. Frank G. Dipell.. } | |
| 450 Etherton, Ruby(1)... { | 3 Carbondale |
| Mrs. Charles Gullet.... } | |
| 451 Hawley, Mary Alice... | 6 Hemet, Cal. |
| 452 Hays, Herbert A..... | Attorney Carbondale |
| 453 Figley, Chas C..... | 7 Supt. Idaho Falls, Idaho |
| 454 Hall, Cloyd C..... | 7 Prin..... Benson, Ariz. |
| 455 Halsted, Nora..... { | Stenographer, |
| Mrs. ?..... } | 1215 Euclid Ave., St. Louis |
| 456 Hogendobler, Lulu*... | 3 |
| 457 Hughes, Letty..... { | 1 Olney |
| Mrs. B. Y. Alvis..... } | |
| 458 Grace Brandon..... { | 1 Herrin |
| Mrs. Roy Jordon..... } | 7 Herrin |
| 459 Jordon, Roy..... | Physician, 5254 Arsenal St.,
St. Louis Mo. |
| 460 LaRue, Claude L..... | |

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*Deceased.

Southern Illinois State Normal University

461	Mannen, Lela.....		
462	McCarthy, Pearl.....	6	Mascoutah
	Mrs. Dr. Curtis Thompson }		
463	Parkinson, Raymond**	6	Carbondale
464	Parks, J. Lafayette†..		Alamasso, Colorado
465	Pickles, Anna.....	6	Carbondale
466	Pickles, Ella J.....	7	H. S. Safford, Ariz.
	Mrs. Dr. Karl D Sanders }	4	Anna
467	Spiller, Laura Pearl...	3½	Benton
468	Strickland, Laura.....	2	Gooding, Ida.
	Mrs. Herbert Clark.....	6	Scott, Foresman & Co., 623 S. Wabash Ave., Chicago
469	Stevenson, John A. M.A.		
470	Thornton, Blanche....	5	Globe, Ariz.
	Mrs. P. DeLeon MacLu- }		
	rin.....	3	Morgan Park, Ill.
471	Smith, Hazel Pearl....		
	Mrs. Robt. Teeter.....		
1906.			
472	Apple, Maude.....	5	Florence, Ariz.
	Mrs. Colton Wauslee.. }		Sten. in Edu. Dept., State Col., 508 Pullman St., Jackson, Wash.
473	Bonham, Archie J.....		
474	Bawyer, Mable (1)....	3	Carbondale
	Mrs. Roscoe Taylor.... }		
475	Forsythe, Wilfred J...	6	Music and Art, State Normal School, Silver City, N. M.
476	Halsted, Bessie.....	5	1656 Talbot Ave., Indianapolis Ind.
	Mrs. Roy Shoemaker... }		
477	Halsted, Ethel.....	2	Bookkeeper Carbondale
478	Halsted, Floyd†.....	3	Anna
	Mrs. Davie W. Wiley.. }		
479	Hayden, Bessie.....	7	Carbondale
480	Henry, Kate.....	6	Altasita, Sch., 610 Veronica St., E. St. Louis.
481	Hostettler, H. W.....	6	Superintendent Olney
482	Howe, Lola M.....	3	Winchester, Ky.
	Mrs. Robt. S. Cotterel.. }		
483	Karraker, Carrie.....	5	Chenoa
	Mrs. Fred Johnson.... }		
484	Kell, Sherman L.....	6	T. H. S. Benton
485	Kimmel, Launa L.....	3	Holtville, Cal.
	Mrs. Geo. E. Lewis.... }		
486	Kirk, B. L.....	5	Law Student U. of I., Urbana
487	Kirk, Donald.....	5	Elston, Clifford & Co., Chicago
488	Porterfield, Pearl.....	4	807 N. Central Ave., Chicago
489	Storm, Grace, Ph. B...	5	Critic Teacher.... Chicago Univ.
490	Tygett, Roscoe (1)....		Attorney Christopher
491	Vandervort, Isabel M..	6	El Paso
492	Wilson, Edith.....		Rock Castle, Goochland Co., Va.
	Mrs. F. H. Niles.....		

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Thirty-Ninth Annual Catalog of the

1907.

493 Bothwell, Ada.....	4 H. S.....	Olney
494 Cutter, Catherine.....	4 H. S.....	Olney
495 Deniston, Maurice C....	4	Bailey, Okla.
496 Groaning, Maud E*.....	3 Manager, Laundry...	Carbondale
497 Harriss, Harley (1)....	2 Y. M. C. A., 904 Glenoak Ave.,	Peoria.
498 Hiller, Ernest.....	3	904 Glenoak Ave., Peoria
499 Hiller, Hulda.....	3	904 Glenoak Ave., Peoria
500 Hiller, Maude.....	6	Centralia
501 Matthews, Mae.....	4 Field Sch	Centralia
Mrs. Harry Huntington }	5	Salem
502 Maxwell, Oliver G.....	5	Lawrenceville
503 Parchen, Susie D.....	5	Harrisburg
504 Rogers, Ina.....	5	Charleston, Mo.
505 Rogers, May.....	5 Prin.....	Hudson
506 Smith, Jessie P.....	3	Eldorado
507 Watt, Robert F.....	4 Superintendent . . .	Martinsville
508 West, Wm. A.....	5	Herrin
509 Wilson, Elmer†.....		
510 Youngblood, Fay.....		
Mrs. Ben LaMaster..... }		

1908.

511 Alvis, Bennett Y.....	4 H. S.....	Olney
512 Anderson, Clarence F..	4 H. S.....	Flora
513 Avery, John M.....	4 Superintendent	Nashville
514 Breeze, Mary.....	4	Cravat
515 Conant, Sarah.....	4 544(a) Veronica Ave., E. St. Louis	
516 Heilig, Mae.....	3	Pulaski
Mrs. W. Farrin..... }	3	Pueblo, Colo.
517 Malone, Carrie.....	4 1288 W. 23d, Los Angeles, Cal.	
518 Nash, Clara L.....	4 ....1106 W. Illinois St., Urbana	
519 Neuling, Harry.....	4	2616 Dana, Berkeley, Cal.
520 Palmer, Lucy.....		Carbondale
521 Raymond, Constance(1) }	3	Salem
Mrs. John Y. Stotlar... }		Eldorado
522 Skinner, John K.....	2	Thebes
523 Stiritz, Eda.....	3	Carbondale
Mrs. Wm. A. West..... }	4	Herrin
524 Whitacre, Myrtle.....		
Mrs. Lloyd F. Cox..... }		
525 Wise, George.....		
526 Youngblood, Carmen(1)		

1909.

527 Angell, Daisy M.....	1	Carbondale
Mrs. Claude Legg..... }	3	433 28th St., Cairo
528 Barth, Clara.....	3	Alcoba, Wash.
529 Bishop, Myrtle K.....	1	Herrin
530 Cruse, Emma L.....		Rush Medical College, Chicago
Mrs. T. H. Schulte..... }		
531 Cruzen, Roy E(1)		

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** Paid Tuition.

* Deceased

Southern Illinois State Normal University

532	DeGelder, Gertrude (1)	3Beech Ridge
533	Dorsey, May.....	3	430 N. Meridian St., Indianapolis, Ind.
534	Etherton, Ruby.....	3	.....Carbondale
	Mrs. Chas. Gullett.....		Med. Student.... Chicago
535	Felts, Harvey.....		921 E. 42nd. Place, Chicago
536	Hanford, A. Chester...		.....Ava
537	Harriss, Velma, O(1)...		.....Ava
	Mrs. Harrison Wilson.		
538	Hayden, Annie M.....	3	314 N. E. St.....Carbondale
539	Hayden, Wezette.....	3	.....Carbondale
540	Hooker, Estelle.....	2	.....Hyde Park, Calif.
	Mrs. Fred Brown.....		
541	Latham, Ezra V.....	3	.....Kimmunity
542	Maddux, Ethel.....	3	.....Eldorado
543	McCreery, Ruth.....	2	.....Flora
	Mrs. Clarence Anderson		
544	McIntyre, Norman.....	3	.....Priest River, Idaho
545	Merrymon, Wm. Walter		.....Tucson, Ariz.
546	Metz, Ina.....	1	.....De Soto
547	Mitchell, Jennie B. A...	1	.....Carbondale
548	Mitchell, Julia A.(1)...		...416 W. Main St., Carbondale
549	New, Annie K.....	2	Asst. Prin.....Highland
550	Peer, J. Marshall.....	3	Trp H. S.....Eldorado
551	Palmer, Edith.....	2	.....2616 Dana, Berkeley, Cal.
552	Risby, Effie.....	4	.....Hoffman
	Mrs. Dr. A.Leroy Fisher		
553	Schumacker, Emma R.	2	H. S.....Cobden
554	Schutte, T. H.....	2	H.S.....Herrin
555	Sheppard, Ellousie (1)...		.....Carbondale
556	Taylor, Eunice (1)....	3	.... 224 W. Poplar, Harrisburg
557	Wallingford, Bess(1)...		.....Marissia, Ill.
	Mrs. Dr. Campbell.....		
558	Winchester. Hallie....		.....Carbondale
1910.			
559	Allen, M. Myrth.....	2	.....Kimmunity
560	Bourchier, Nellie E....	2	.....Harrisburg
561	Brown, Fred M.....	2	Principal.....Johnston City
562	Brown, Glenn.....	2	Principal.....Carbondale
563	Brown, Russel E.....	1	.....N. W. Univ., Evanston
564	Browne, Gordon.....	1	Harvard University, 42 Wendell St., Cambridge, Mass.
565	Browne, Louis A., A.B..		Student U. of I.....Urbana
566	Carruthers, Minnie J..	2	.....Midvale, Idaho
567	Coleman, Oren.....	2	.....204 N. Buchanan, Marion
568	Corzine, Clorah.....	2	.....Jonesboro
569	Davis, Elizabeth.....	1	Librarian.....Normal
570	Gladson, Guy A.....	2	.....Cowden
571	Gore, Bessie.....	2	.....Olmstead
572	Garter, Marie.....	2	.....Carterville
573	Harrell, Julius (1)....	2	.....Carmi
574	Harriss, Bernard (1)...		Asst. Cashier Bank..Carbondale
575	Hickman, J. Frank....	2	Co. Supt.....Salem
576	Holland, Knight (1)...	3Fillmore

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†Class Historian.
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*Deceased.

Thirty-Ninth Annual Catalog of the

577	Howard, Clara E. (1)...	1 Benton
578	Kenney, Myrtle.....	1 Amboy
579	Mayhew, Maude I (1)...	3	..... Carbondale
580	McGinnis, Chas A.....	2	..... 421 Main St., Anna
581	McGuire, Sylvia L.....		..... Chicago
582	Merrymon, Mildred.....	3	..... 610 N. 13th St., E. St. Louis
583	Sistler, Anna.....	2	..... Savanna
584	Stein, William F.....	1	Med. Student, 3320 E. St. Vincent, St. Louis
585	Mrs. Gosiah Thomas (	4	..... Hillsboro
	Bullington.....)		
586	Williams, Pearl Edna..	2	..... Melvin
1911.			
587	Bell, Mary.....	1	Astor Hall, James Milliken Univ., Decatur
588	Brown, Pearl.....	1	..... Johnston City
589	Bryden, Margaret (1)...	2	..... Chester
590	Caldwell, Isaac (1)....		Clerk I. C. R. R. Round House, Carbondale.
591	Chapman, G. P.....	1	..... Tulsa, Okla.
592	Chatten, Carney.....	1	Student U. of I., 706 East St., Champaign
593	Coker, Marion B.....	1	..... Tulsa, Okla.
594	Creed, Elsie.....	1	..... Cleveland, Okla.
595	Crenshaw, Mary.....	2	..... Carbondale
596	Dickerman, Julia.....		Asst. Music. S. I. N. U., Carbondale.
597	Hanford, Marguerite..	1	Student Radcliffe College
598	Harris, Clyde D.....	1	..... Carlyle
599	Hughes, Bert.....		Supt. Schools Mounds
600	Jett, Letha.....	2	..... Harrisburg
601	Karr, Liva.....	1	..... Harrisburg
602	Karraker, Ray R (1)...	2	Bank Dongola
603	Lentz, Clarence.....	2	..... Vienna
604	McBride, Orlan L. (1)...		..... Villa Ridge
605	Parkinson, Alice.....		..... Carbondale
606	Patterson, Samuel (1)...		..... Carbondale
607	Schroeder, Esther, L. M	1	..... Chester
608	Searing, John (1).....		Student Univ. of Ill., 408 E. Green, Champaign
609	Smith, Ruth (1).....		Astor Hall, James Milliken Univ., Decatur
610	Starzinger, Herbert (1)		..... California
611	Storment, Abbie T....	1	..... Starkville, Miss.
612	Warner, Lousie.....	1	..... Kewanee
613	Weston, Mae L.....	1	..... Cairo
1912.			
614	Atteberry, George C...	1	..... Filmore
615	Bailey, Percival		Student Chicago Univ. Chicago
616	Ball, William H.....	1 Macon
617	Brenneman, C. Gage...	1	H. S. Metropolis
618	Brock, E. Lorin.....	1 Mt. Vernon

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** Paid Tuition.

* Deceased.

Southern Illinois State Normal University

619	Burgess, Hugh	Johnston City
620	Crain, Grace G.	.....	Campbell Hill
621	Ede, Albert	.....	Cobden
622	Farley, Lois J.	1	Carbondale
623	Fulenwider, Zada D.	.....	Jonesboro
624	Hall, Janie	1	Jonesboro
625	Hamilton, R. Hilry	.....	McLeansboro
626	Hardesty, Frank A.	.....	Norris City
627	Hazel, Laura	1	Nashville
628	Heeilig, Eula Pearl	1	Pulaski
629	Henson, Ray D.	.....	Johnston City
630	Hetson, Eunice	1 1717 Marshall Ave.,	Mattoon
631	Hiller, Connie	1	Carbondale
632	Ioggi, Ada	.....	Olney
633	Kelley, Maida	1	Odin
634	Kenney, Walter L.	.....	Carbondale
635	Mayer, M. Esther	1	Carbondale
636	McCreery, Florence M.	1	Thompsonville
637	McInturff, Ruth	.....	Goreville
638	Ramsay, John	1	Johnston City
639	Schraeder, Edith	1	Rutland
640	Smith, Helen C.	Carbondale
641	Stiff, Ethel	1	Johnston City
642	Tyer, R. Gertrude	Cave-in-Rock

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**Paid Tuition.
*Deceased.

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Catalog Number

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1874

1914



Vol. VIII

No. 2

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SOUTHERN ILLINOIS
State Normal University
CARBONDALE

APRIL, 1914

Catalog Number 1913-1914



ANNOUNCEMENTS FOR
1914-1915

PUBLISHED QUARTERLY BY THE UNIVERSITY

January, April, July, October

Entered as second-class matter March 27, 1907, at the post office at Carbondale, Illinois,
under the Act of Congress, July 16, 1894

DANIEL BALDWIN PARKINSON, A. M., Ph. D.,
President Emeritus

BOARD OF TRUSTEES

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CARBONDALE

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Ex-officio, SPRINGFIELD

O. M. Karraker - - - - - - - - *Secretary*
HARRISBURG

W. W. Williams, BENTON	George McGahey, OLNEY
Herbert Piper, SUMNER	

C. E. Hamilton - - - - - - - - *Treasurer*
CARBONDALE

FACULTY

1914-1915

Henry William Shryock, Ph. B., President

Department of English,

Martha Buck, Grammar,

Lily Gubelman, Ph. B., Grammar,

Helen Bryden, A. B., Composition, Literature,

Jennie Mitchell, A. B., Dramatic Art.

Carlos Eben Allen, Ph. D., Vice-President, Registrar, and Business Agent.

Department of Languages,

J. M. Pierce, A. M., French, German,

Emma L. Bowyer, A. B., Latin.

Drawing and Design,

Matilda Finley Salter,

Grace L. Burket.

Civics and History,

George Washington Smith, A. M., Secretary of Faculty.

Geography and Physiography,

Frank H. Colyer, A. B.

Mathematics,

William Troy Felts, Ed. B.

Ward H. Taylor, A. M.

Mary M. Steagall, Ph. B., Ed. B.

Psychology and Pedagogy,

George D. Wham, Ed. B.

Music,

*Floyd A. Powers,

Glenn C. Bainum, A. B.

Lydia G. Parsons,

Julia Dickerman Chastaine, Violin,

Raymond Moore, Cornet.

Chemistry,

George Mervin Browne.

Physics,

Simeon E. Boomer, A. M.

Biology,

John P. Gilbert, A. M.

W. M. Bailey, M. S.

†Isabel Clegg,

†Raymond Parkinson,

†William Brandon, M. D.

*Resigned.

†Special Teachers.

Agriculture,

Renzo Muckelroy,
H. B. Piper, S. B.

Manual Training,

Louis C. Petersen, S. B.

Household Arts,

Grace E. Jones,
Lucy K. Woody.

Commercial,

Richard V. Black, M. Accts.
Anne McOmber,
Charles R. Ismert.

Physical Training,

Inez L. Hollenberger, Ph. B., Girls,
William McAndrew, A. B., Boys.

Bureau Rural School Work,

W. O. Brown.

Training School,

W. A. Furr, A. M., Superintendent.

Principal High School,

F. G. Warren, A. B.

Assistant,

Myrtle R. Coker, A. B.

Grades Seven and Eight,

Elizabeth K. Wilson,

Grades Five and Six,

Fadra Holmes,

Grades Three and Four,

Alice Parkinson,

Grades One and Two,

Florence King.

Librarian,

Mary B. Day, Ph. B.

Associate,

Louise Marshall.

Museum, Curator and Floriculture,

George Hazen French, A. M.

Secretary to the President,

Kate W. Youngblood.

STANDING COMMITTEES

Degree Courses:

C. E. Allen, Ph. D.
J. M. Pierce, A. M.
J. P. Gilbert, A. M.
Simeon E. Boomer, A. M.
Ward H. Taylor, A. M.

Social Life Students:

Inez L. Hollenberger, Ph. B.
Fadra R. Holmes.
Helen Bryden, A. B.
William McAndrew, A. B.
W. T. Felts, Ed. B.
F. G. Warren, A. B.

Appointments Committee:

G. D. Wham, Ed. B.
W. A. Furr, A. M.
Anne McOmber.

Boarding Places:

G. W. Smith, A. M.
F. H. Colyer, A. B.
Mary M. Steagall, Ed. B., Ph. B.

Summer Term, 1914, closes Friday, July 17.

Fall Term opens Tuesday, September 15, 1914.

Fall Term closes Wednesday, December 23, 1914.

Winter Term opens Tuesday, January 5, 1915.

Winter Term closes Thursday, March 18, 1915.

Spring Term opens Tuesday, March 23, 1915.

Spring Term closes Wednesday, June 9, 1915.

Summer Term, 1915, opens Monday, June 14.

Summer Term, 1915, closes Friday, July 23.

CALENDAR 1914, 1915.

1914

JULY

S	M	T	W	T	F	S
..	1	2	3	4
5	6	7	8	9	10	11
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..

AUGUST

S	M	T	W	T	F	S
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SEPT.

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27	28	29	30

OCTOBER

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..

NOVEMBER

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29	30

DECEMBER

S	M	T	W	T	F	S
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1915

JANUARY

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FEBRUARY

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MARCH

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MAY

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JUNE

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AUGUST

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SEPT.

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OCTOBER

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NOVEMBER

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DECEMBER

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■ Opening day of term ● Closing day of term.
 ☞ Thanksgiving interim.

HISTORY

An act of the General Assembly of the State of Illinois, approved April 20, 1869, provided for the establishment of this Normal School. By this act it was ordered that five trustees should be appointed by the Governor of the State, who should fix the location, erect the buildings, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The cornerstone was laid on the 17th day of May, 1870, with impressive ceremonies, by the Masonic fraternity. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a summer session of four weeks was opened, with fifty-three students attending.

On the sixth day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock the beautiful building was discovered to be on fire, and before 5 o'clock p. m., despite the efforts of the faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers and citizens, the library was saved, and most of the furniture; also the physical and chemical apparatus. All the material in the museum was lost.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted studies in this, its temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated \$152,065 to replace the first building, then lying in ruins. The foundation and stone walls of the first story were utilized, thus saving from twelve to fifteen thousand dollars.

This building, which is the main one of the entire plant, is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school with much rejoicing on the following Monday.

The Science Building was provided for by an act of the General Assembly in the winter of 1895, appropriating \$40,000 for the purpose. It accommodates the physical, chemical and biological

laboratories, the museum, gymnasium, manual training and agricultural Department. It was completed in the fall of '95, and was dedicated in '96. It also provided for the library till May 14, when the books were transferred to the new Library Building, now known as the "Wheeler Library;" so named in honor of the late Judge S. P. Wheeler.

The Library Building was erected in the fall and winter of 1903-4 at a cost of \$30,000. It was dedicated June 7, 1904.

The Forty-fifth General Assembly made an appropriation of \$50,000 for the erection of a Modern Model School Building. This building was completed within the appropriation late in December, 1908, and adds very much to the material equipment of the Institution. It was dedicated with appropriate exercises on January 11, 1909. This building is named in honor of the late President, Robert Allyn.

The Forty-seventh General Assembly made an appropriation of \$75,000 with which to establish a Woman's Building. This structure, now known as Anthony Hall, was completed in the fall of 1913 and was dedicated with impressive ceremonies on October 23. For the first two terms after the opening there were a few vacant rooms in the Hall, but with the opening of the spring term 1914, every available room was in use and there was a waiting list.

AIMS

Educational institutions may be divided according to their aims into four classes:

First: The public schools, whose aim is the promotion of good citizenship by securing to all people the intelligence, morality and patriotism which are essential to the existence and progress of the State. Second: Colleges and universities, whose object is the general and full development implied in complete manhood and in the best preparation for professional life. Third: Professional and polytechnic schools, in which the student is helped in his preparation for his chosen lifework. Fourth: Such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their special object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best physical, mental and professional equipment for teaching.

The State Normal school holds an important relation to the system of public schools. It helps to create and sustain a high standard of educational work. It should serve as a driving force and a balance wheel to the whole system. Sanctioned and supported by the State, it can institute those investigations and experiments which result in much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the State by teaching in the public school. If the State needs a great university which shall be a center of educational forces, if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal school receive the care and benefactions of the State. Man is more than all things else, and whatever contributes to his better development is of the highest use.

If the graduates of normal schools shall take high rank as superintendents, principals, and teachers in the public schools, they must possess three elements of success: A full development of mental power, a thorough mastery of the sciences involved, and a thorough training in methods of instruction and school management. If the normal school should neglect the first and second, the graduates would be supplanted by those of other schools; and if they fail in the latter, there would be no good reason for the existence of these institutions. Hence, we aim, first, to insure a broad and thorough culture; and, second, to give special prominence to the professional work peculiar to a normal school. Under the present conditions of Southern Illinois, this school must hold itself ready to do more or less academic work. As the better grades of high school are created in the patronizing territory of the school, the need of the academic phrase of the institution will become less and less, and the professional side will be more and more emphasized.

GENERAL INFORMATION

You are asked to note carefully the following sections from "An Act to provide for the certification of teachers."

Sec. 6. County certificates granted by the county superintendent and the requirements for the same shall be as follows:

First—A third grade elementary school certificate, valid for one year in the first eight grades of the common schools of the county in which it is issued and in no other county. This certificate shall be renewable once only and on evidence satisfactory to the county superintendent of three months' successful teaching or six weeks' professional training. Applicants for this certificate shall be examined in orthography, civics, Illinois history, physiology, penmanship, reading, grammar, geography, United States history, arithmetic and the principles and methods of the State course of study. This certificate shall not be issued the second time to the same person.

At the option of the county superintendent this certificate may be issued without examination to persons who have successfully completed two years of work in a recognized normal school, or one year of such work if the applicant is a graduate of the tenth grade.

Second—A second grade elementary school certificate valid for two years in the first eight grades of the common schools of the county and in the ninth and tenth grades when endorsed for the same by the county superintendent. This certificate shall be renewable on evidence satisfactory to the county superintendent of six months' successful teaching or twelve weeks' professional training, and a second time if in the period following the date of issue the holder shall have acquired eighteen weeks' professional training in any recognized school providing such training. The applicant for this certificate shall be examined in orthography, civics, Illinois history, physiology, penmanship, reading, grammar, geography, United States history, arithmetic, elementary science, pedagogy, and the principles and methods of the State course of study.

At the option of the county superintendents this certificate may be issued without examination to persons who have completed the junior year's work in a recognized normal school, or its equivalent.

Third—A first grade elementary school certificate, valid for three years in the first ten grades of the common schools of the county, and in the high school when endorsed for the same by the county superintendent. This certificate shall be renewable indefinitely for periods of three years, upon evidence of successful teaching and professional growth satisfactory to the county superintendent.

The requirements for this form of certificate shall be: (1) graduation from a recognized high school, or an equivalent preparation; (2) six months of successful teaching, and (3) an examination in orthography, including spelling, civics, Illinois history, physiology, penmanship, reading, grammar, geography, United States history, arithmetic, pedagogy, English, algebra, general history, and any three of the following natural sciences: Botany, zoology, physics, chemistry and physiography. *This certificate shall be issued to graduates of a recognized normal school, or from an institution offering an equivalent preparation, provided the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.*

Fourth—A high school certificate, valid for three years in the high schools of the county. This certificate shall be renewable indefinitely for periods of three years on evidence satisfactory to the county superintendent of successful teaching or supervision and professional growth.

The requirements for this form of certificate shall be: (1) Graduation from a recognized high school, or an equivalent preparation; (2) a certificate showing the completion of at least two years' successful work in any recognized higher institution of learning, and (3) an examination in English, pedagogy, and six high school subjects, three majors and three minors, chosen from a list prescribed by the examining board hereinafter provided for: *Provided, however, that graduates of a recognized normal school, college or university may offer within three years after graduation, certified credits in lieu of examination in the above subjects accompanied by faculty recommendations of ability to teach in the high school.*

Fifth—A supervisory certificate valid for three years for supervisory work in any district in the county and for teaching in the schools supervised by the holder. This certificate shall be renewable for three year periods on satisfactory evidence of successful teaching or supervision, and of professional growth. The requirements for this certificate shall be: (1) Graduation from a recognized high school and at least two years' work in a recognized higher institution, *one of which shall have been in a normal school*, or an equivalent preparation; (2) two years' successful teaching or supervision, and (3) a successful examination in English, educational psychology, the history of education, and school administration.

Location, Etc.

Carbondale is a thriving little city, healthful and beautiful, of over 5400 inhabitants, with many refined people. It is easy of access, and offers inducements for board and social advantages beyond

most places of its size. It has, perhaps, fewer temptations to idleness, and combines religious and educational privileges in a degree greater than the average of towns and cities of its size. Carbondale has no saloons. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and feel assured that economy and industry will be respected and honored by their fellow students and by the faculty. The Illinois Central Railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

University Calendar

Fall Term begins Tuesday, September 15, and closes Wednesday, December 23, 1914.

Winter Term begins Tuesday, January 5, and closes Thursday, March 18, 1915.

Spring Term begins Tuesday, March 23, and closes Wednesday, June 9, 1915.

Summer Term of 1915 begins Monday, June 14, and closes Friday, July 23.

Length of Terms: Fall, 15 weeks; Winter, 11; Spring, 12; Summer 6.

Commencements: For 1914, Wednesday, June 3; for 1915, Wednesday, June 9.

Terms of Admission

All applicants for admission must present evidence of good moral character and, to secure free tuition, they must agree to teach in the public school of the State for a time not less than that covered by their attendance on the school. This agreement should not be entered upon unless the applicant fully intends to teach. It may become void, however, if engagement to teach cannot be secured by reasonable effort. In case of a permanent change in plan, the individual is expected to pay to the registrar of the Institution the difference between the regular tuition for the entire time and the incidental fees he has paid.

Those who hold scholarships under the Lindley Bill are not expected to sign the agreement to teach and are admitted without the payment of any fees.

Eighth grade graduates enter the preparatory department. Persons holding lowest grade certificates, or with evidence of completion of ninth grade work, are admitted to the first year of the normal. Teachers holding second grade certificates are admitted to the second year of the regular normal course. Graduates of accredited high schools enter with junior standing. Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

Expenses

TUITION

To those who sign the agreement to teach, tuition is gratuitous; but the ruling of the Board of Trustees of the Institution requires that there shall be an incidental fee charged. At present this fee is \$3 for the term of fifteen weeks, and \$2 for the term of eleven and twelve weeks, and \$1, for the summer term. The rates of regular tuition in the different departments are as follows:

Department.	Summer Term.	Fall Term.	Winter Term.	Spring Term.
Normal (Residents of Illinois) . . .	\$3.00	\$8.00	\$6.00	\$6.00
Training School	No tuition	4.00	3.00	3.00

BOARDING

Board can be had in good families in Carbondale at rates varying from \$3.00 to \$4.00 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to \$2.25 per week. By strict economy the whole expense of boarding and tuition may be reduced to less than \$100 per year.

For the accommodation of the students a bank is maintained in the office of the Registrar, and the students are urged to transact their business through this bank provided they have not already established relations with one of the local financial institutions.

ANTHONY HALL

With the beginning of the Fall Term, 1913, the Woman's Building, Anthony Hall, was opened. This model school home for girls will accommodate about seventy students. It has been erected and furnished at a cost of \$75,000, and every possible provision has been made for the comfort, safety and well-being of its inmates. Board and lodging in this ideal boarding house will be furnished at \$4.00 per week, except for summer term.

The free instruction in Violin and other stringed instruments, and Coronet and other brass and wind instruments, has proved a wonderful success, and the management has been encouraged to add the offer of free piano instruction. With the opening of the fall term it is hoped that we shall have three music rooms, each provided with a piano, where any student who wishes to prepare himself to lead the music in his school with either organ or piano, may be accommodated.

Literary Societies

ZETETIC AND SOCRATIC

During the first term of the first year of the Institution, September, 1874, the Zetetic Literary Society was organized. Later in the year a sister organization was planned for, and in due time was

thoroughly established and christened the Socratic Literary Society. These have a large membership and are well attended.

The more elaborate exhibition of what these societies are able to do is annually given to the public on Monday and Tuesday evenings of Commencement week.

The varied programs of these literary societies from week to week add very materially to the work of the English department in securing additional practice in the delivery of original and other matter, and in the opportunity for becoming acquainted with parliamentary usages, thus fitting the Normal student for more intelligent service in the communities in which he may labor.

The Faculty and Board of Trustees foster, with much care, the best interests of the valuable adjuncts to the literary work of the Institution. Their usual time of meeting is on Friday evening of each week in the halls provided by the University.

ATTENDANCE UPON CHURCH

Students are urged to identify themselves at an early date after entering the Normal school, with some church of the city. It is assumed, of course, that the student will affiliate with the church to which he belongs at home, or with which he is most in sympathy as to doctrine and modes of worship.

Christian Association

The Young Men's Christian Association and the Young Women's Christian Association each has a well-conducted organization, which meets weekly in a room fitted for their use on the second floor in the Library Building. Their committees look after new students upon their arrival, and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are maintained by these societies. The State college secretaries of each of these branches of Christian work pay the Institution a visit twice a year, or oftener, for conference and direction of work. New students upon their arrival may recognize the representatives of these associations by special badges worn, indicating their willingness to render their kindly services whenever needed. These persons may be trusted implicitly in directing strangers to boarding houses and clubs.

Departments

The Normal University forces are organized into two general schools—the Academic and the Professional. The purely academic work is cared for in the Normal University High School, which of-

fers as wide a variety of courses and as thorough a training as is provided in the best secondary schools anywhere.

The Professional school is organized into two separate bodies: first, the Normal School proper; second, Teachers' College. A graduate from the Normal School proper receives the usual diploma, and the school offers the following courses: 1. A special two-year course for graduates of four-year high schools. 2. An English course of four years. 3. A German course of four years. 4. A Latin course of four years. 5. An Art course of four years. 6. A course in Manual Training of four years. 7. A course in Household Arts of four years. 8. A course in Agriculture of four years. 9. A Business course of four years.

The Teachers' College offers a choice of three courses: one leading to the Ed. B., another to the Ph. B., and the third to the A. B. degree. A graduate from the regular Normal School may finish the degree course within two years. A graduate from a reputable college may receive the degree at the end of one year.

COURSES OF STUDY

English Course

PREPARATORY

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
History (1, 3)	Music (5)	Illinois History (3)
Arithmetic (2)	Arithmetic (7)	Algebra and Geome- try (1)
Geography (1, 3)	El. Science (3)	El. Science (2)
Reading (5, 7)	Composition (1, 2)	Grammar (7)
Penmanship and Spelling (4)	Penmanship and Spelling (4)	Drawing (4)
Phys. Tr. (6)	Phys. Tr. (6)	Phys. Tr. (6)

NORMAL

First Year

C Drawing (1, 3, 4)	B Geography (4, 7)	B Drawing (2, 4, 6)
B Grammar (2, 4, 6)	B Reading (3)	A Reading (3)
English and Phys. Tr. (5)	English and Phys. Tr. (5)	English and Phys. Tr. (5)
School Management (2, 3, 6)	B History (2, 3, 6)	Civics (2, 6)
D. Algebra (1, 5, 7)	B Arithmetic (1, 3)	Indust. and Com. Geog. (1)

Second Year

C Literature (4)	Elocution (6, 7 or	A Grammar (1, 4)
A Geography (2, 7)	Bl. Drawing (6, 7)	A Arithmetic (4, 5)
Zoology (1-2, 7-8)	A History (4)	Botany (3-4, 7-8)
El. Music (5)	Physiology (1-2, 5-6)	Practice
El. Construction (6)	Prin. of Teaching (5)	Bench Work (6)
	Woodwork (7)	

Third Year

Rhetoric (2)	C Physics (3-4)	B Physics (3-4)
C Algebra (1, 3)	B Algebra (2, 4)	A Algebra (1, 2)
General History (5)	General History (5)	General History (5)
Practice	Prin. of Education (1)	Music Methods (2)
Phys. Tr.	Phys. Tr.	Phys. Tr.

Fourth Year

English History (6)	English Prose (6)	English Poetry (4)
Geometry (3, 5)	B Geometry (2, 3)	A Geometry (3) or
Chemistry (7-8)	Chemistry (7-8)	Trigonometry (7)
Hist. of Education (4)	Practice	Comparative Gram-
Astronomy (3)	History of Art (2, 3)	mar (1)
or A Physics (1)		Geology (6)

Latin or German Course

PREPARATORY

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
History (1, 3)	Music (5)	Illinois History (3)
Arithmetic (2)	Arithmetic (7)	Algebra and Geome-
Geography (1, 3)	El. Science (3)	try (1)
Reading (5, 7)	Composition (1, 2)	El. Science (2)
Penmanship and	Penmanship and	Grammar (7)
Spelling (4)	Spelling (4)	Drawing (4)
Phys. Tr. (6)	Phys. Tr. (6)	Phys. Tr. (6)

NORMAL

First Year

C Drawing (1, 3, 4)	B Grammar (2, 6)	B Drawing (2, 4, 6)
Latin 1 (1, 2, 7)	Latin 2 (2, 4, 7)	Latin 3 (1, 7)
or German 1 (7)	or German 2 (7)	or German 3 (7)
English and Phys.	English and Phys.	A Reading (3)
Tr. (5)	Tr. (5)	Civics (2, 6)
School Management	B History (2, 3, 6)	B Geography (4, 5)
(2, 3, 6)	B Arithmetic (1, 3)	
D Algebra (1, 5, 7)		

Second Year

C Literature (4)	Elocution (6, 7) or	A Grammar (1, 4)
A Geography (2, 7)	Bl. Drawing (6, 7)	A Arithmetic (4, 5)
Zoology (1-2, 7-8)	A History (4)	Botany (3-4, 7-8)
El. Music (5)	Physiology (1-2, 5-6)	Prin. of Teaching (2)
Latin 4 (3, 6)	Music Methods (6)	Latin 6 (3)
or German 4 (3)	Latin 5 (3, 5)	or German 6 (3)
	or German 5 (3)	

Third Year

Rhetoric (2)	General History (5)	General History (5)
C Algebra (1, 3)	B Algebra (2, 4)	A Algebra (1, 2)
Latin 7 (4)	Latin 8 (4)	Latin 9 (4)
or German 7 (4)	or German 8 (4)	or German 9 (4)
C Physics (5-6)	B Physics (7-8)	Prin. of Education
Phys. Tr.	Phys. Tr.	(6)
		Practice

Fourth Year

Latin 10 (5)	Latin 11 (5)	Latin 12 (5)
or German 10 (5)	or German 11 (5)	or German 12 (5)
History of Education	English Prose (6)	English Poetry (4)
(4)	History of Art (2, 3)	Geology (6)
Chemistry (7-8)	Practice	A Geometry (3)
Practice	B Geometry (2, 3)	or Trigonometry
C Geometry (3, 5)		(7)

TWO YEAR COURSE.

*First Year**Fall**Winter**Spring*

B Grammar (2, 4, 6)	B History (2, 3, 6)	A Arithmetic (4, 5)
Zoology (1-2, 7-8)	Practice	A Reading (3)
B Drawing (4)	Prin. of Teaching (5)	B Geography (4, 5)
Rhetoric (2)	B Arithmetic (1, 3)	Prin. of Education
A Physics (1)	Elocution (6, 7) or	(6)
or Astronomy (3)	Bl. Drawing (6, 7)	A Grammar (1, 4)
	Phys. Tr.	

Second Year

English History (6)	A History (4)	Practice
History of Education	English Prose (6)	English Poetry (4)
(4)	History of Art (2, 3)	Music Methods (2)
Chemistry (7-8)	B Algebra (2, 4)	A Geometry (3)
A Geography (2, 7)	Practice	or Trigonometry
El. Music (5)		(7)
		Latin 12 (5)
		or *Geology (6)

*Graduates of Latin High School Course will take Latin 12; others will take Geology.

AGRICULTURAL COURSE

PREPARATORY

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
History (1, 3)	Music (5)	Illinois History (3)
Arithmetic (2)	Arithmetic (7)	Algebra and Geome- try (1)
Geography (1, 3)	El. Science (3)	El. Science (2)
Reading (5, 7)	Composition (1, 2)	Grammar (7)
Penmanship and Spelling (4)	Penmanship and Spelling (4)	Drawing (4)
Phys. Tr. (6)	Phys. Tr. (6)	Phys. Tr. (6)

NORMAL

First Year

English and Phys. Tr. (5)	English and Phys. Tr. (5)	English and Phys Tr. (5)
B Grammar (2, 4, 6)	B Reading (3)	Civics (2, 6)
D Algebra (1, 5, 7)	B History (2, 3, 6)	B Arithmetic (7)
Chemistry (1-2)	Chemistry (1-2)	Chemistry (1-2)
Crop Production (3)	Crop Production (4)	School Management (4)

Second Year

C Literature (4)	Prin. of Teaching (5)	Indust. and Com. Geog. (1)
Zoology (1-2, 7-8)	Physiology (1-2, 5-6)	Botany (3-4, 7-8)
C Algebra (1, 3)	B Algebra (2, 4)	A Algebra (1, 2)
Dairy and Beef Cat- tle (2)	Sheep and Swine (3)	Horses (4)
Physics (5-6)	B Physics (7-8)	Breeding Farm Ani- mals (5)

Third Year

Rhetoric (2)	Prin. of Education (1)	Practice
Chemistry (3-4)	Chemistry (3-4)	Chemistry (3-4)
General History (5)	General History (5)	General History (5)
Soil Physics (7-8)	Soil Physics (7-8)	Farm Management (6)
Dairying (6)	Practice	Poultry (7)

Fourth Year

Prin. of Fruit Grow- ing (5)	Small Fruit (5)	Gardening or Or- charding (6)
C Geometry (3, 5)	B Geometry (2, 3)	Farm Mechanics (2)
Adv. Soil Fertility (7-8)	Adv. Soil Fertility (7-8)	Soil Bacteriology (3)
History of Education (4)	Practice	Ornithology (5)
Entomology (6)	Feeds and Feeding (1)	Market Classes and Grades of Live Stock (1)

ART COURSE**PREPARATORY***Fall*

History (1, 3)
 Arithmetic (2)
 Geography (1, 3)
 Reading (5, 7)
 Penmanship and
 Spelling (4)
 Phys. Tr. (6)

Winter

Music (5)
 Arithmetic (7)
 El. Science (3)
 Composition (1, 2)
 Penmanship and
 Spelling (4)
 Phys. Tr. (6)

Spring

Illinois History (3)
 Algebra and Geome-
 try (1)
 El. Science (2)
 Grammar (7)
 Drawing (4)
 Phys. Tr. (6)

NORMAL*First Year*

C Drawing (1, 3, 4)	Bl. Drawing (6, 7)	B Drawing (2, 4, 6)
B Grammar (2, 4, 6)	B Reading (3)	A Reading (3)
English and Phys. Tr. (5)	English and Phys. Tr. (5)	English and Phys. Tr. (5)
School Management (2, 3, 6)	B History (2, 3, 6)	Civics (2, 6)
D Algebra (1, 5, 7)	B Arithmetic (1, 3)	B Geography (4, 5)

Second Year

C Literature (4)	Prin. of Teaching (5)	Practice
El. Design (5)	Clay Modeling (3)	Cast Drawing (1)
Zoology (1-2, 7-8)	Physiology (1-2, 5-6)	Botany (3-4, 7-8)
Mechanical Drawing (2)	Mechanical Drawing (4)	Bench Work (6)
El. Construction (6)	Elocution (6, 7) or Instr. Music (6, 7)	El. Music (5)

Third Year

Rhetoric (2)	Practice	Prin. of Education (6)
C Algebra (1, 3)	B Algebra (2, 4)	Music Methods (2)
General History (5)	General History (5)	General History (5)
Practice	C Physics (3-4)	B Physics (3-4)
Charcoal Drawing (7)	A Drawing (7)	Adv. Design (1)

Fourth Year

History of Education (4)	English Prose (6)	English Poetry (4)
C Geometry (3, 5)	B Geometry (2, 3)	Comparative Grammar (1)
History of Art (1)	Adv. History of Art (1)	Picture Study (5)
Adv. Water Color (5)	Int. Design and Home Economics (4)	Life Sketching (6)
English History (6)	Mechanical Perspective (3)	A Geometry (3)
	or Harmony (3)	or Trigonometry (7)

COMMERCIAL COURSE

PREPARATORY

Fall

History (1, 3)
 Arithmetic (2)
 Geography (1, 3)
 Reading (5, 7)
 Penmanship and Spelling (4)
 Phys. Tr. (6)

Winter

Music (5)
 Arithmetic (7)
 El. Science (3)
 Composition (1, 2)
 Penmanship and Spelling (4)
 Phys. Tr. (6)

Spring

Illinois History (3)
 Algebra and Geometry (1)
 El. Science (2)
 Grammar (7)
 Drawing (4)
 Phys. Tr. (6)

NORMAL

First Year

C Drawing (1, 3, 4)	B Reading (3)	B Drawing (2, 4, 6)
B Grammar (2, 4, 6)	B History (2, 3, 6)	Civics (2, 6)
Adv. Penmanship (6)	School Management (4)	Indust. and Com. Geog. (1)
D Algebra (1, 5, 7)	Mental Arithmetic (1)	Com. Arithmetic (3)
English and Phys. Tr. (5)	English and Phys. Tr. (5)	English and Phys. Tr. (5)

Second Year

C Literature (4)	Prin. of Teaching (5)	Practice English (6)
Com. Arithmetic (3)	Rapid Calculations (6)	Botany (3-4, 7-8)
Zoology (1-2, 7-8)	Physiology (1-2, 5-6)	Typewriting (2)
Typewriting (2)	Typewriting (7)	Shorthand 3 (1)
Shorthand (1)	Shorthand 2 (3)	

Third Year

General History (5)	General History (5)	General History (5)
C Algebra (1, 3)	B Algebra (2, 4)	Prin. of Education (6)
Book-keeping (2)	Actual Business (7)	Book-keeping (7)
Typewriting (3, 5)	Typewriting (1)	Salesmanship (4)
Shorthand 4 (4)	Shorthand 5 (4)	Economics (2)

Fourth Year

Rhetoric (2)	English Prose (6)	English Poetry (4)
C Physics (5-6)	B Physics (7-8)	Practice
History of Education (4)	B Geometry (2, 3)	Office Practice (3)
C Geometry (3, 5)	Commercial Law (5)	Commercial Law (5)
Banking (7)	Corporations (2)	Auditing (1)

HOUSEHOLD ARTS COURSE

PREPARATORY

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
History (1, 3)	Music (5)	Illinois History (3)
Arithmetic (2)	Arithmetic (7)	Algebra and Geometry (1)
Geography (1, 3)	El. Science (3)	El. Science (2)
Reading (5, 7)	Composition (1, 2)	Grammar (7)
Penmanship and Spelling (4)	Penmanship and Spelling (4)	Drawing (4)
Phys. Tr. (6)	Phys. Tr. (6)	Phys. Tr. (6)

NORMAL

First Year

C Drawing (1, 3, 4)	B Reading (3)	B Drawing (2, 4, 6)
B Grammar (2, 4, 6)	B History (2, 3, 6)	Civics (2, 6)
English and Phys. Tr. (5)	English and Phys. Tr. (5)	English and Phys. Tr. (5)
Chemistry (1-2)	Chemistry (1-2)	Chemistry (1-2)
D Algebra (1, 5, 7)	School Management (4)	B Arithmetic (7)

Second Year

C Literature (4)	Dec. Design (1)	Indust. and Com. Geog. (1)
C Algebra (1, 3)	B Algebra (2, 4)	Prin. of Teaching (2)
Zoology (1-2, 7-8)	Physiology (1-2, 5-6)	Botany (3-4, 7-8)
El. Construction (6)	C Physics (3-4)	B Physics (3-4)
Sewing and Textiles (2-3)	Sewing and Textiles (7-8)	Sewing and Textiles (5-6)

Third Year

Rhetoric (2)	Household Chemistry (3-4)	Chemistry of Foods (3-4)
General History (5)	General History (5)	General History (5)
C Geometry (3, 5)	B Geometry (2, 3)	Bacteriology (2)
Cookery (7-8)	Cookery (7-8)	Cookery (7-8)
Design and Dress Making (1)	Dress Making and Pattern Making (1)	Prin. of Education (6)

Fourth Year

History of Education (4)	English Prose (6)	English Poetry (4)
Practice	Practice	Practice
Adv. Cookery (5-6)	Nutrition (3)	Dietetics (5-6)
Book-keeping (2)	History of Art (2, 3)	Home Economics (2)
Methods (3)	Home Economics (4)	

Two Year Course in Household Arts*Pre-requisites*

High School Diploma
 1 year Chemistry
 1 year Biology
 1 year Art
 1 year Physics

*First Year**Fall*

Rhetoric (2)
 B Drawing (4)
 El. Construction (6)
 Cookery (7-8)
 Sewing and Textiles (2-3)

Winter

Prin. of Teaching (5)
 Household Chemistry (3-4)
 Physiology (1-2, 5-6)
 Cookery (7-8)
 Sewing and Textiles (6)

Spring

Prin. of Education (6)
 Chemistry of Foods (3-4)
 Bacteriology (2)
 Cookery (7-8)
 Sewing and Textiles (1-5)

Second Year

History of Education (4)	English Prose (6)	English Poetry (4)
Practice	Practice	Practice
Adv. Cookery (5-6)	Nutrition (3)	Dietetics (5-6)
Methods (3)	Home Economics (4)	Home Economics (2)
Dress Making and Design (1)	History of Art (2-3) or Dress Making and Pattern Making (1)	

MANUAL TRAINING COURSE**PREPARATORY***Fall*

History (1, 3)
 Arithmetic (2)
 Geography (1, 3)
 Reading (5, 7)
 Penmanship and
 Spelling (4)
 Phys. Tr. (6)

Winter

Music (5)
 Arithmetic (7)
 El. Science (3)
 Composition (1, 2)
 Penmanship and
 Spelling (4)
 Phys. Tr. (6)

Spring

Illinois History (3)
 Algebra and Geome-
 try (1)
 El. Science (2)
 Grammar (7)
 Drawing (4)
 Phys. Tr. (6)

NORMAL*First Year*

C Drawing (1, 3, 4)
 B Grammar (2, 4, 6)
 English and Phys.
 Tr. (5)
 D Algebra (1, 5, 7)
 School Management
 (2, 3, 6)

B Reading (3)
 B History (2, 3, 6)
 English and Phys.
 Tr. (5)
 B Arithmetic (1, 3)
 B Geography (4, 7)

B Drawing (2, 4, 6)
 Civics (2, 6)
 English and Phys.
 Tr. (5)
 Indust. and Com.
 Geog. (1)
 Carpentry (7)

Second Year

C Literature (4)
 C Algebra (1, 3)
 Zoology (1-2, 7-8)
 El. Construction (6)
 Wood Turning (7)

C Physics (3-4)
 B Algebra (2, 4)
 Physiology (1-2, 5-6)
 Dec. Design (1)
 Wood Work (7)

B Physics (3-4)
 A Algebra (1, 2)
 Botany (3-4, 7-8)
 Prin. of Teaching (2)
 Bench Work (6)

Third Year

C Geometry (3, 5)
 A Physics (1)
 General History (5)
 Forge Work (8)
 Mechanical Drawing
 (2)

B Geometry (2, 3)
 History of Art (2, 3)
 General History (5)
 Pattern Making (6)
 Mechanical Drawing
 (4)

A Geometry (3)
 or Trigonometry
 (7)
 General History (5)
 Cabinet Making (8)
 Mechanical Drawing
 (4)
 Prin. of Education
 (6)

Fourth Year

Chemistry (7-8)
 Rhetoric (2)
 History of Education
 (4)
 Practice
 Art Metal (5)

Chemistry (7-8)
 English Prose (6)
 Mechanical Perspec-
 tive (3)
 Practice
 Machine Shop (5)

Metallurgy (6-7)
 English Poetry (4)
 Con. Design (3)
 Practice
 Machine Shop (5)

COURSES LEADING TO THE A. B., PH. B., OR ED. B. DEGREE

Rules governing the degree courses:

Graduate courses in which a class meets daily for one term shall be given one credit or unit.

Twenty-four units are required for any baccalaureate degree, these units to be in addition to those required for the normal diploma. No duplication of credits is permissible.

No member of the faculty may admit to any degree course any student who is not a graduate of the school, without having such registration approved by the president.

Any subject *required* in any degree course may be offered as an elective in any other degree course. Any subject found in the senior year of our several courses may, upon approval by the president, be offered as an elective, provided it has not been used for graduation.

The A. B. Degree

Candidates for the A. B. degree must meet the following requirements: Four years of Latin, and two years of Greek are required of all candidates for this degree. All of the Greek and the last two years of Latin may be taken with other degree courses and counted as part of the required 24 credits. In addition to these requirements, the following credits must be made:

Mathematics	3 units
History	3 units
High School Education.....	1 unit
High School Practice.....	1 unit
Psychology	1 unit
English	1 unit
Biological or Physical Science.....	2 units

Electives are offered as follows:

Latin (additional)	6 units
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or

Modern Language	6 units
Mathematics (additional)	3 units
Biological or Physical Science.....	4 units
English	2 units
Geology.	1 unit
Astronomy	1 unit
Art.	3 units

The Ph. B. Degree

Six units in one line or department of work shall constitute a major. Three units in one line or department of work shall constitute a minor.

Upon entrance to this course each student shall elect (through consultation with the heads of the departments concerned) one major and at least one minor, to be chosen from the following:

Mathematics.....	6 units	(1 major, 2 minors)
Biological Science.....	6 units	(1 major, 2 minors)
Physical Science.....	6 units	(1 major, 2 minors)
History.....	3 units	(1 minor)
Earth Science.....	3 units	(1 minor)

(The biology consists of a year each in botany and zoology; the physical science of one year of chemistry and one of physics.)

All candidates are required to complete:

Modern Language	6 units
English	1 unit
High School Education.....	1 unit
High School Practice.....	1 unit
Psychology.	1 unit

The five elective units needed to complete the work for a degree may be chosen from any major or minor group except the group in which the candidate has chosen his major.

The Ed. B. Degree

Candidates must meet the following requirements:

Psychology.	1 unit
Sociology or History of Education.....	1 unit
Child Development or School Administration.....	1 unit
High School Education.....	1 unit
High School Practice.....	2 units
English	1 unit

The electives in this course are to be chosen from at least five departments in which graduate work is offered leading to the A. B. and Ph. B. degrees.

Program of Exercises

Fall Term										
	Black	Bryden	Wham	Steagall	Bainum & Parsons	Petersen	Burket	Jones	Gilbert	Boomer
1			Child Devel.	D Alg.			C Draw.		Zoology	A Physics
2	Bk. Keeping		Sc'l Manag.	Prep. Arith.		Mech. Draw.			Laboratory	
ASSEMBLY EXERCISES										
3	Com'l Arith.		Sc'l Manag.				C Draw.	Methods		Astronomy
4	Prp. Pen. & Sp.		Hist. Edu.				B Draw.			
NOON RECESS										
5		1st yr. Eng.	Psychol.	D Alg.	El. Mus.	Art Metal	El. Design	Ad. Cookery		C Physics
6	Adv. Pen.		Sc'l Manag.			El. Const.		Laboratory	Entomology	Laboratory
7	Banking					Wood Turn.		Cookery	Zoology	Physics 6
8					Bnd. & Orch.	Forge work		Laboratory	Laboratory	
Winter Term										
1	Men. Arith.		Prin. Ed.	B Arith.			Dec. Design		Physiology	Physics 7
2	Corporations			B Alg.					Laboratory	Physics 7
ASSEMBLY EXERCISES										
3				B Arith.	Harmony	Mec. Persp.	Clay Model	Nutrition	Prep. El. Sci.	C Physics
4	Prp. Pen. & Sp.		Sc'l Manag.			Mec. Draw.		Int. Ds. H. Ec.		Laboratory
NOON RECESS										
5	Com'l Law	1st yr. Eng.	Prin. Teach.		Prep. Music	Mac. Shop			Physiology	
6	Rapid Cal.				Music Meth.	Pattern M'g.	B Draw.		Laboratory	
7	Actual Bus.			Prep. Arith.		Woodwork	A Draw.	Cookery		B Physics
8			Sociology		Bnd. & Orch.			Laboratory		Laboratory
Spring Term										
1	Auditing			Prep. Alg.			Adv. Design			
2	Economics		Prin. Teach.		Music Meth.		B Draw.	Home Econ.	Bacteriology	Prp. El. Sci
ASSEMBLY EXERCISES										
3	Com'l Arith					Con. Design			Botany	B Physics
4	S'lesmanship		Sc'l Manag.			Mec. Draw.	Prep. Draw.		Laboratory	Laboratory
NOON RECESS										
5	Com'l Law	1st yr. Eng.	H. S. Edu.		El. Music	Mach. Shop		Dietetics	Ornithology	
6		English	Prin. Edu.			Bench work	Life Sket.	Laboratory		
7	Bk. Keeping					Carpentry		Cookery	Botany	
8					Bnd. & Orch.	Cab. Making		Laboratory	Laboratory	

Program of Exercises

Fall Term									
Muckelroy	Woody	Bowyer	Taylor	Piper	McOmber	McAndrew	Moore & Chastaine	Isnert	Gubelman
1	.....	Pgn. & Dr. Mfg.	Latin 1	.....	Shorthand 1	.....	.....	.....	Mitchell
2	D'ry & Bf. Ctl.	Sew. & Textiles	Latin 1	Prep. Arith.	.....	T'pew'ting 2	.....	.....	.....
ASSEMBLY EXERCISES									
3	.....	Sew. & Textiles	Latin 4	Crop Prod.	T'pew'ting 1	.....	.....	.....	.....
4	.....	.....	.....	.....	Shorthand 4	.....	.....	B Gram	.....
NOON RECESS									
5	.....	.....	C Geom.	Prin. Frt. Gr	Typewriting	Phys. Tr.	.....	Shorthand	Prep. Read.
6	Dairying	.....	Latin 4	Solid Geom.	.....	Phys. Tr.	.....	Typewriting	.....
7	Adv. Soil Fert.	.....	Latin 1	.....	Soil Phys.	.....	Phys. Tr.	.....	Prep. Read.
8	Laboratory	.....	.....	Laboratory	.....	Phys. Tr.	.....	.....	.....
Winter Term									
1	Feeds & Fdg.	Dmg. & Ptn. M.	.....	B Arith	.....	Typewriting	.....	.....	Prep. Comp.
2	.....	.....	Latin 2	B Geom.	.....	.....	.....	.....	Prep. Comp.
ASSEMBLY EXERCISES									
3	Sheep & Swine	.....	Latin 5	B Geom.	.....	Shorthand 3	.....	Typewriting	.....
4	.....	.....	Latin 2	.....	Crop Prod.	Shorthand 5	.....	Shorthand	.....
NOON RECESS									
5	.....	.....	Latin 5	.....	Small Frts.	Typewriting	Phys. Tr.	.....	.....
6	.....	Sew. & Textiles	.....	.....	.....	Shorthand	Prep. Phys. Tr.	.....	B Gram
7	Adv. Soil Fert.	Sew. & Textiles	Latin 2	.....	Soil Phys.	.....	Phys. Tr.	.....	Elocution.
8	Laboratory	Sew. & Textiles	.....	.....	Laboratory	.....	Phys. Tr.	.....	Elocution.
Spring Term									
1	M. C. & Gr. L. S.	Sew. & Textiles	Latin 3	Prep Geom.	.....	Shorthand 3	.....	.....	Comp. Gmr.
2	.....	.....	.....	.....	Farm. Mech.	Typewriting	.....	.....	.....
ASSEMBLY EXERCISES									
3	.....	.....	Latin 6	A Geom.	Soil Bact.	Office Prac.	.....	.....	.....
4	Horses	.....	.....	.....	.....	.....	.....	.....	.....
NOON RECESS									
5	Bdg. F. A. mls.	Sew. & Textiles	.....	.....	.....	Typewriting	1st yr. Phy. Tr.	.....	Shorthand
6	Farm Mgmt.	Sew. & Textiles	.....	Plane Antl.	Or. or Gard.	Shorthand	Prep. Phy. Tr.	.....	Typewriting
7	.....	.....	Latin 3	B Arith	Poultry	.....	Phys. Tr.	.....	Prep. Gram.
8	.....	.....	.....	.....	.....	.....	Phys. Tr.	.....	.....

RHETORIC, READING, ELOCUTION AND ENGLISH LITERATURE

HENRY W. SHRYOCK

HELEN BRYDEN

JENNIE MITCHELL

English 1 and 2. (Preparatory), Two term course. Five recitations a week.

The basis of the work is the eighth book in the Reading-Literature series. The work begins with a number of type studies as follows: Poetry, Tennyson's Gareth and Lynette and Wordsworth's Michael; oration, Webster's Bunker Hill Address; the story, Hardy's Three Strangers; the drama, Tennyson's The Falcon of Ser Federigo. Section two of the book provides ample drill in oral reading, and the third furnishes abundant examples of storytelling, description and explanation. From beginning to end the work addresses itself to the ear, and the selections are all read aloud in class. Running parallel with these reading lessons is a series of composition exercises.

English 4. (First year composition.) Three term course, two class recitations a week.

A study of paragraphing, syntax, and punctuation, with a thorough study of the three elements of composition—unity, coherence and emphasis. Practical work in the writing of compositions. The class studies Charles Dickens' Tale of Two Cities, and this is used as the basis of some composition work.

English 9. (Rhetoric). Text, Forms of discourse, Cairns. This class meets five times a week through the fall term.

Reading

English 5. (B) Selections studied, Lady of the Lake and Silas Marner. While the emphasis is placed upon literary analysis of the two masterpieces studied, the elocutionary drill is not neglected.

English 6. (A) This class concerns itself with the pedagogy of reading, and in the main the work follows the outline in the state Course of Study.

Elocution

English 8. One term's work provided for; text, Cumnock's Choice Reading.

Literature

English 7. (C) Texts, Swinston's Studies in English Literature; Johnson's History of English and American Literature. Translations from Old English Prose, Cook and Tinker; Translations from Old English Poetry, Cook and Tinker.

English 10. (B) Technique of poetry; texts, Lanier's Science of English Verse and Corson's Primer of English Verse; supplementary studies, Macbeth, Paradise Lost, Idylls of the King, Princess.

English 11. (A) The Essay; texts, Clark's Manual of English Prose Style; illustrative material drawn from the works of DeQuincy Macaulay, Carlyle, and Lowell.

Degree Course Work

English 12. (A) Public Speaking.

English 13. (B) Special course in Fiction based on the following works: Bride of Lammermoor, Vanity Fair, David Copperfield, Adam Bede, Kidnapped, Last of the Mohicans, Marble Faun.

GRAMMAR

MARTHA BUCK

LILY GUBELMAN

The terms in the Normal department have grammar as one of the required branches. Before entering these classes pupils pass an examination equivalent to that for a second-grade certificate. For the benefit of pupils below this grade in grammar, a preparatory term is offered. In this class the simple sentence with its elements, and the parts of speech with their inflections are studied. A thorough review of the simpler constructions is given with much practice in forming illustrative sentences.

(B) In this term a rapid review of the simple sentence and parts of speech is given from the view-point of the teacher. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class. Infinitives and participles are given careful study, also capitalization and punctuation. How to make this work plain to others is the central idea.

(A) This term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them. A part of the time is given to the idioms in good use and the figures of syntax. The remainder of the term is used in a special study of methods. The work begins with the first language lesson, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained. Method work is done in connection with illustrative work in the Training Department. The outline in State Course is used in this class.

Comparative and Historical Grammar

The aim of this course is to furnish the student with a historical background for the study of English grammar. English, an almost uninflected language, is compared with Latin, a highly inflected language, in order that the pupil may understand the devices used to offset the loss of inflections. The student is also taught the history and growth of the language, especially as reflected in the forms and constructions of modern English.

LANGUAGES

C. E. ALLEN

J. M. PIERCE, ASSOCIATE

EMMA L. BOWYER, ASSISTANT

The Latin and German Courses provide for four years of Latin or German, and pupils are advised to choose one language and take four years of it. Credit is given, however, for four years of foreign language study, with the condition that not less than one year of any language shall be accepted. With this condition pupils may offer French or Greek as well as Latin and German.

Latin

Eleven terms of Latin are required of all those who take the Latin Course, the twelfth term being optional. An advanced course of two years is now offered. This course is designed primarily to meet the demands of those preparing to teach Latin in the high school.

Latin, 1, 2, 3. Hale's First Latin Book is used as the text throughout the first year. Quantitative pronunciation is taught and pupils are required to mark long vowels in all written work.

Latin 4, 5, 6. The second year is given to the study of Cæsar and prose composition. Five books of the Gallic War are read, and prose composition based on the first four books is taken from Hale's Latin Composition. Hale and Buck's Latin Grammar.

Latin 7. Orations of Cicero. First three against Catiline with selections from Sallust's Catiline and prose composition.

Latin 8. Cicero. The fourth against Catiline with selections from Sallust, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

Latin 9. Ovid. Selections, about 1,500 verses. Greek and Roman Mythology.

Latin 10. Virgil's Aeneid. First three books. Scanning and Mythology. Study and recitation on Sellar's Virgil.

Latin 11. Six books of the Aeneid completed. Sellar's Virgil.

Latin 12. Cicero, Essay on Old Age. Phormio of Terence.

Advanced Courses in Latin

Latin 13. Livy (Books XXI, XXII).

Latin 14. Horace (Satires and Epistles).

Latin 15. Tacitus (Germania and Agricola) Suetonius (Julius Cæsar and Augustus).

Latin 16. Virgil, (Eclogues and Georgics).

Latin 17. Juvenal.

Latin 18. Review and Methods.

Greek

Greek 1 and 2. Burgess and Bonner's First Greek Book.

Greek 3, 4 and 5. Xenophon's Anabasis, Books I-IV. Bonner's Greek Composition.

Greek 6. Homer, Iliad I-III.

German

First year (1, 2, 3). The Hoelzel pictures, with text. Simple stories. Manley's Ein Sommer in Deutschland. Poems and songs. English and German cognates: Historical and linguistic relations to each other.

Second year (4, 4, 6). Hillern's Höher als die Kirche. Gerstaecker's Garmelshausen. Der Prozess und Einer muss heiraten. Aus Nah und Fern. Kullmer's Sketch Maps of Germany. Poems and songs. Germanic Etymologies from Webster and Century Dictionaries.

Third year (7, 8, 9). Riehl's Der Fluch der Schoenheit. Freitag's Die Journalisten. Schweitzer's Deutschland. Selections from Goethe and Schiller. Aus Nah and Fern. Indo-European and Germanic Etymologies. Grimm's Laws. Umlaut and Ablaut.

Fourth year (10, 11, 12). Sudermann's Frau Sorge. Schweizer's Kulturgeschichte. Readings from literary and scientific magazines. Selected works of Heine, Wildenbruch, Heyse, Riehl.

French

First year (1, 2, 3). Snow and Le Bon's Easy French. La-Tache du Petit Pierre. Talbot's Le Francais et sa Patrie. English, French and Latin: Their historical and linguistic relations to each other; derivatives and doublets.

Second year (4, 5, 6). Mérimée's Columba. Daudet's LaBelle Nivernaise. Erckmann-Chatrian's Madame Thérèse. Romantic etymologies in English.

ART

MATILDA F. SALTER

GRACE L. BURKET, ASSISTANT

Realizing the cultural value of Art study and the fact that drawing is one of the best means of mental development, a certain amount of work in this department is required in all courses. Advanced study is offered for those who wish to become supervisors of drawing or who are particularly interested in Art.

Drawing

(Art 16). Preparatory. Free hand drawing from nature and from still life. Out of door sketching. Pencil and ink are the mediums used.

(Art. 1). The principles of perspective are studied and application is made in the drawing of objects singly and in groups; drawings are made also from nature, using as subjects: flowers, fruits, trees and simple landscapes. Some sketching from life. Mediums used are pencil and crayons.

(Art 3) A term in blackboard sketching is offered to meet the demand that the teacher shall be able to draw on the blackboard rapidly and clearly for the purposes of illustration. Practice will be given in drawing from objects, from memory and from imagination.

(Art 8). Drawing in charcoal, from still life and from casts. Out of door sketching.

(Art 14). Continued work in charcoal from casts of flowers, fruits, animals and the human figure.

(Art 15). Life sketching. Study of the proportions of the human figure. Drawing from pose in costume.

Methods

(Art. 4). Public school art in its relation to American life will be discussed. Talks by the students on the different phases of art illustrated by numerous drawings. Methods of teaching art in the grades. Students will be required to make out a course of study in drawing for the first eight grades.

Watercolor

(Art 2). Work from nature and from still life. Study of the theory of color and of color harmonies. Application to the problems of home decoration and of dress.

(Art 10). Studies from nature and from still life. Out of door sketching.

Design

(Art 6). This course includes a study of the principles of design, balance, rhythm and harmony; and of the terms, tone, measure and shape. By problems the student is led to a practical application of these terms and principles. General principles of lettering. Letter forms and proportions.

(Art 7). Continuation of the study of the principles of design. Practical application of these in the making and applying of designs for different materials and purposes. Principles of conventionalization applied to natural forms. Theory of color in its application to design. Design is studied in its relation to manual training, commercial life and art in the home.

(Art 9). Clay modeling. This course includes the making of type forms and objects based on them, simple animal forms, modeling from casts, tiles and hand built pottery. Some instruction in firing and glazing of pottery.

History of Art

(Art 5). A study will be made of Architecture, Sculpture and Painting in order that the student may become familiar with the masterpieces in these subjects. The school owns a large collection of pictures and some good lantern slides. These are used and talks are given. Each student will be required to make a note-book to cover the work of the term.

(Art 11). History of Architecture and Sculpture. Similar work to Art 5 but more time will be given to the study. A text book will be used as the basis of instruction but this will be supplemented by talks, readings and pictures.

(Art 12). History of Painting. A study will be made of the art of the different countries of the great artists and their paintings.

(Art 13). Picture Study. Composition and the principles of art will be studied in their relation to pictures. The subject of how to judge a picture will be discussed. Individual pictures will be studied, using as a basis the Illinois Course in Picture Study.

Degree Courses

(Art 17, Art 18). History of Art. The art of a country will be studied in relation to its geography, history and political and social life. The library has an excellent collection of books which will be used for reference. Two terms required.

Design or Watercolor

(Art 19, Art 20). Advanced work will be given in either water color or design. One term of either required.

HISTORY

GEORGE W. SMITH

Preparatory Department

(C) *Course 1. Text, Montgomery.* This course is intended to supplement the work of the 8th grade, and will cover all subjects in United States History up to and including the Revolutionary war.

Illinois History. Course 4. Text, Smith. Illinois history is a part of the history of the United States. While this is kept constantly in view, the pupil is brought to a realization that this history was made at our very door. Some attention will be given to the spirit of local history and to the method of investigation.

Normal Courses

(B) *Course 6. Text, Channing.* The work in this class will begin with the political separation of the American Colonies from Great Britain, and will consider as general topics the following: The Formation of the State Governments; The Continental Congress; The Confederation; The Constitutional Convention; Organization of the Government Under the Constitution; Rise of Political Parties; Internal Development.

Civics. Course 8. Text, ———. A course in Civics will be given the Spring Term of the first year. The machinery of our federal and state governments, as well as local governmental matters, will be considered. Attention will also be given to present civic problems.

(A) *Course 9. Text, Mace.* In this course the general subjects for discussion are: the general nature of the subject matter of history; the principles and processes of its organization; the phases of elementary history work; and a study of the periods of United States history.

Grecian History. Course 10. Text, West. While the history of Greece will occupy a large share of the time, a brief summary of the oriental nations will be taken.

Roman History. Course 11. Text, West. This term will be devoted to the period from the founding of Rome to the time of Charlemagne.

Mediaeval Europe. Course 12. Text, Robinson. European history will occupy the time of the class the spring term. The length of the term is such that only a general summary can be taken. Emphasis will be given to the relation of European history to American history.

English History. Course 13. Text, Cheyney. English History follows the three terms of general history of the Junior year. The value of this course lies in its relation to American History. Special emphasis will be given to the origin and growth of those institutions which has been transplanted to our own soil.

Degree Courses

Advanced Greek. Course 15. Text, Bury. This course is offered the fall term. Attention will be given to sources; migratory movements; city-state government; confederations; art, literature, and other sources of Greek culture.

Roman Political Institutions. Course 16. Text, Abbott. In this course we take a comprehensive survey of the political institutions under the Monarchy, the Republic, and the Empire. Whenever the opportunity offers, comparisons will be made between Roman institutions and those of more recent times.

The French Revolution. Course 17. Text, Mathews. The work in this course begins with Lowell's *Eve of the French Revolution*, and Young's *Travels in France*, as a background after which the text is used as a basis of discussion.

GEOGRAPHY AND GEOLOGY

F. H. COLYER

Geography No. 2. (C Geography.) It is the plan of this course to give a general survey of the principles of geography, followed by a more intensive study of North America. Special attention will be given to the study of geography of the United States.

Geography No. 3. (B Geography.) It is the plan of this course to take up alternately the seventh and eighth year's geography as outlined in the State Course of Study. Special attention will be given to the relation of the physical and economic conditions to all human activities. In the preparation of daily lessons and special reports abundant drill will be furnished in the use of works of reference and the magazines.

Geography No. 4. (A Geography.) This course will not be open to any who have not taken Geography 2 and 3, or their equivalent. The purpose of this course is primarily to discuss the underlying principles and methods of teaching geography in the various grades in the public schools. However, the first part of the term will be taken up with a study of the essentials of physical geography.

Geography No. 5. (Commercial and Industrial Geography.) Text, Robinson. No students will be admitted to this course who have not taken Courses 2 and 3, or their equivalent. The aim of this course is to consider the more important principles governing industries and commerce. Considerable attention will be given to economic principles involved in modern industrial life.

Geology No. 8. It is the aim of this course to give a general survey of the dynamic, structural and historic geology. A few of the more important rocks and minerals will be studied to enable the student to do successful field work. A general view of the subject is the aim of this course rather than a detailed study of some one phase of geology.

Degree Course and Geology

Geology No. 9, 10 and 11. Text, Chamberlain and Salisbury. All students selecting geology as a minor should have at least a working knowledge of physics, chemistry, botany and zoology. It is the aim of the three terms in geology to make a much more detailed study of the subject than in geology 8 and to sufficiently cover the ground to prepare students to teach this subject in high schools. In addition to a fairly detailed study of dynamic, structural and historic geology, a considerable time will be given to a

study of dynamic, structural and historic geology, a considerable time will be given to a study of rocks and minerals. It is also planned to do a considerable amount of field work in some nearby region.

PSYCHOLOGY AND PEDAGOGY

GEO. D. WHAM.

Education 1. School Management.

The following topics indicate the nature of the course: The first day of school; the organization of the school; the making of programs; discipline and moral training; securing and holding attention; the technique of the recitation; school equipment; sanitation and decoration; the teacher's relation to parents, school board, community and profession.

Bagley's *Class-room Management*, or its equivalent, is the text. Additional readings as the topic demands.

Education 2. Principles of Teaching.

This is a course in elementary educational psychology. The various principles that underlie effective teaching are developed, illustrated by concrete exercises and problems, and then exemplified by illustrative lessons taught by the critic teachers of the Training School.

Colvin and Bagley's "*A First Book in Psychology*," or its equivalent, is the text. Assigned readings in James' *Talks to Teachers*, Colvin's *Learning Process*, and McMurry's *How to Study*.

Education 3. Principles of Education.

This course is a systematic study of the fundamental principles of education as they are derived from the basic sciences of biology, physiology, psychology, and sociology. The principles thus derived are, throughout the course, applied in the interpretation and criticism of current and proposed educational theories and practice.

Bagley's *Educative Process*, Bagley's *Educational Values*, Ruediger's *Principles of Education*, Horn's *Philosophy of Education* and Spencer's *Education* are the books studied and read.

Education 4. History of Education.

The chief aim of this course is to afford the teacher the sanity of judgment that comes only by seeing present day education in perspective against its historical background. It traces in the history of nations the evolution of educational ideals and practice in response to social needs and to the contributions of philosophic

and scientific thought. The important periods are studied as they are represented by noted writers and reformers.

Monroe's *History of Education* is the text. Additional readings in Graves' *History of Education*, Quick's *Educational Reformers*, and Painter's *Great Pedagogical Essays*.

Education 5. Advanced Psychology.

This is intended to be an advanced course in pure psychology without special regard to its application to teaching. It attempts to equip the student with an organized knowledge of the facts and laws of mental life. It further attempts to train the student in the art of introspection in the study of his own mental processes and thus to increase his power to discern and control the mental processes of others. Throughout the course introspection is aided by experiment.

Titchener's *Text-book in Psychology*, or its equivalent, is the text. Seashore's *Experiments in Psychology* is used for experimental work.

Education 6. Sociology.

This course includes the consideration of the origin and nature of society and of the greatest and of the great social institutions of family, church, state, and school. It makes a special study of the relation between society and the individual, and of the practical problems, industrial, governmental, and educational, growing out of the complexity and rapid development of modern society.

Ellwood's *Elements of Sociology* and Ross's *Social Psychology* are used as texts. Assigned readings throughout the term.

Education 7. High School Education.

This course purposes the study of such topics as adolescence; the history, aims, and methods of secondary education; the organization of high school courses of study; high school equipment; and the problems of discipline and management peculiar to the high school.

The texts used are Brown's *The American High School*, and Johnson's *High School Education*. Assigned readings of addresses, reports and bulletins on high school subjects.

Education 8. Child Development.

This course attempts to trace the stages of physical and psychic growth from infancy to maturity, and thus to secure a more intelligent basis for organization, course of study, discipline, and teaching in the different grades of the elementary and high school.

Among the books studied and read are Tanner's *The Child*, King's *Psychology of Child-Development*, Kirkpatrick's *Fundamentals of Child-Study*, Swift's *Mind in the Making*, and Hall's *Youth*.

Education 9. School Administration.

The primary aim in this course is to give a comprehensive view of the elaborate organization and specialization of educational forces in the United States, and a corresponding appreciation of the educational machinery through which these forces operate. Following a brief review of the development of the American Public School System is the study of such topics as, units of organization and supervision, school finances, courses of study, school plant, grading of pupils, measurement of results of teaching, improvement of teachers, and adjustment to community needs.

Dutton and Snedden's Administration of Public Education is the text. Additional readings as demanded by the topic studied.

MATHEMATICS

WILLIAM TROY FELTS

WARD H. TAYLOR

MARY M. STEAGALL

The work in this department is primarily to give an understanding of the processes and forms of expression in the several branches of mathematics offered; to secure expertness in operations; to train the pupils in his power to select features of prime importance, exercise individual judgment in formal reasoning and choose logical steps in demonstration; to see the practical and business aspect of topic when practicable; and to present the history and pedagogy of each to such an extent as seems practical. To accomplish these ends the following courses are offered.

NORMAL COURSES**Arithmetic***Sensenig and Anderson*

Preparatory. Two courses are offered for students just out of eighth grade, and who need more thorough grounding in the fundamentals before taking up the regular normal courses.

First term, Math. 1. (D Arith.) A thorough review and drill in the elementary processes, g. c. d., l. c. m., common and decimal fractions, with a view of fixing principles.

Second term, Math. 2. (C Arith.) Percentage and its more useful applications with particular attention to business applications, customs and usages. This is an enlargement of the work of seventh grade as outlined by the State Course.

Normal Department. First year, second term, Math. 10. (Arith. B) Mensuration, metric system, specific gravity, and air

pressure. This is an enlargement upon the work of eighth year as outlined in the State Course.

Second year, third term, Math. 30 (Arith. A) The pedagogy of arithmetic in the grades and interpretation of the arithmetic of the State Course. Pre-requisites, Pedagogy B, and Math. 10.

Algebra

Well's Essentials of Algebra

Preparatory. (No text) Third term, first half, Math. 3. One half term will be devoted to the development of the x-equation and its application in the solution of such problems in arithmetic as yield naturally to that form of solution.

Normal. First year, first term, Math. 14. (D Alg.) The rudiments of algebra including the elementary processes, factoring, g. c. d., l. c. m., and fractions; simultaneous equations in two unknowns involving integers and fractions. Pre-requisites, Math. 3.

Third year, first term, Math. 15 (C Alg.) A comprehensive review of Math. 14, involving literal exponents, simple equations and simultaneous equations in two and three unknowns involving integral, fractional and literal coefficients. Pre-requisite, Math. 14.

Third year, second term, Math. 16 (B Alg.) Inequalities, involution, evolution, theory of exponents, logarithms, radicals, and quadratic equations. Pre-requisite, Math. 15, or one full year of high school algebra.

Third year, third term, Math. 17 (A Alg.) Simultaneous equations involving quadratics, theory of quadratic equations, zero and infinity, ratio and proportion, variations, progressions, binomial theorem, indeterminate coefficients. Pre-requisite, Math. 16, or one and a half years of high school algebra in an accredited high school.

Geometry

Well's Plane and Solid Geometry

Preparatory. Third term, second half, (Math. 3.)₂ Beginning geometry; congruence, parallels, similar figures and proportion; all the usual constructions of plane geometry. The approach is from the constructive side. Assumptions are freely made, formal proofs being presented when a felt need arises on the part of the student.

Normal. Fourth year, first term, Math. 20. (C Geom.) Half of plane geometry completed. Less freedom of assumptions than in Math. 3. Emphasis in accord with Report of Committee of Fifteen. Pre-requisite, Math. 3.

Fourth year, second term, Math. 21 (B Geom.) Plane geometry completed. A survey of plane geometry as a whole is made, with discussion of alternative proofs, order of theorems, a possible minimum number of assumptions, etc. Pre-requisite, Math. 20.

Fourth year, third term, Math. 22 (A Geom.) Solid Geometry. Mensuration is emphasized. This course is elective with Plane Trigonometry. Pre-requisite, Math. 21.

Degree Courses

As occasion demands courses will be offered for graduate units in the following:

Plane Trigonometry. This may be selected in lieu of solid geometry in graduating from any of the normal courses in which solid geometry is required. When so used, solid geometry may be used as a graduate credit in lieu of it.

College Algebra. Amplification of most of the topics of Math. 17 with variables and functions, mathematical induction, complex numbers, theory of equations, limits, infinite series, probability. Pre-requisite, Math. 17. Text, Rietz and Crathorne.

Plane Analytics with enough of the elements of solid analytics give a foundation for calculus. A few high plane curves discussed.

Differential and Integral Calculus, with emphasis on the former. The approach is by the theory of limits. Applications to laws of physical science. Two units of work will be offered in calculus with the stress upon the integral in the second unit; maxima and minima, curvature, definite integrals, multiple integrals, area and volume by integration, first and second moments, infinite series, etc.

Pedagogy of Secondary Mathematics. Discussion of the methods of presentation of algebra, geometry and trigonometry; recent movements in the field of secondary mathematics, etc.

PHYSICAL TRAINING AND ATHLETICS

INEZ L. HOLLENBERGER.

WILLIAM MC ANDREW

The course in Physical Training aims to provide for the physical welfare of the student in order to increase his capabilities for mental effort, and to furnish him with a practical system of gymnastics for use in his later professional work. It aims also, in addition to affording daily health and recreation, to make possible that confidence and ease which comes from the sense of a strong body brought under perfect subjection to the will through systematic training.

A large gymnasium, well equipped with light American apparatus and with Swedish and German stationary apparatus, affords every opportunity for indoor exercise, and the large campus and Bayliss Field meet the need for track athletics and out-door games. The basket-ball, volley-ball, captain-ball, and others, make them an important feature of the work in this department. The young men have representative teams in foot-ball, tennis, base-ball, and basket-ball, all of which are subject to the rules and regulations of the department. The young ladies play a series of basket-ball games during the winter term, each class in Normal being represented by a team.

All students from the 8th grade and all preparatory Normal students are required to take physical training three periods a week. The work is required of all students in the English course throughout the first year. The first year Latin course students take the work throughout the fall and winter terms. In the first year of the Commercial courses, physical training alternates with an English course. Graduates of High Schools, who in scholastic standing are really third year students, are required to take physical training during the winter term.

No student is allowed on the gymnasium floor for work without gymnasium shoes. Young men are asked to provide themselves with the regulation gray gymnasium trousers and quarter-sleeve jerseys, and the young ladies with the black blouses and divided skirts. The special costume is to allow perfect freedom of movement during exercise and to save the ordinary apparel from the unusual "wear and tear."

During the past five years the Department of Athletics under the direction of the Institution has invited the High Schools of Southern Illinois to participate in an Intellectual and Athletic Meet. This year twenty-five High Schools were here with a total of two hundred eighty-three contestants. This meet has proved to be a very pleasant and interesting occasion for the school people of this section of the state.

MUSIC

FLOYD A. POWERS. *

GLENN C. BAINUM.

LYDIA G. PARSONS, ASSISTANT.

JULIA DICKERMAN CHASTAINE, VIOLA, CELLO.

H. RAYMOND MOORE, BRASS WIND INSTRUMENTS.

The several courses provide for definite study of the theory and practice of music, and aim to train the individual to appreciate good music and to prepare the prospective grade teacher for teaching the subject.

Music 1 (Preparatory)

The work of this term aims to train the eye, ear and voice and to lay a foundation for Music 2. Several songs are taught by rote and Italian syllable names applied later; through these songs all facts of pitch, interval, rhythm, etc., are presented. The study of theory is incidental. No outside preparation is required. Students who have studied vocal music through the grades are not required to take this course. One year of instrumental music may be substituted.

Text: Supplied.

Music 2 (Elementary)

Although designed for grade teachers this course is equally valuable to students in voice, piano or orchestral instruments. It includes the study of the symbols of notation, major, minor and chromatic scales, measures in common use, rhythmic patterns, musical terms, syllable singing, song study, etc.

To complete elementary music, students must pass written test in the theory of music and be able to sing at sight, with words or Italian syllables, music of the degree of difficulty of "America."

Pre-requisite: Music 1.

Texts: School Song Book, McConathy.

Music Notation and Terminology, Gehrken.

Music 3 (Advanced)

Music 3 is a combination of advanced theory, history, biography and methods. Theory continues the study of diatonic and chromatic scales, key relationship and modulation employing chromatics as members of the dominant seventh chord, common chords, terminology, sight-reading, and song analysis. Assigned topics in

*Resigned.

history and biography are presented by members of the class. Methods include the systematic study of at least one course in public school music, outlines of the music as presented in the Training School, care and training of the child-voice, monotones, class organization, rote songs and song interpretation. The Victrola is used for purposes of illustration.

Pre-requisite: Music 2.

Texts: Readers supplied.

Music Notation and Terminology, Gehrkens.

Manual of School Music, Rix.

Children's Voices, Curtis.

Music 4 (Harmony and Music Appreciation)

Music 4 is an optional subject in the Art Course but is a valuable course for those who desire advanced work in theory. Two days each week are devoted to the study of melodic and harmonic structure of simple four-part music. Students are required to write simple melodies and harmonize same in common and dominant seventh chords. Three days each week are given to music appreciation including musical form, history, and biography. Through the use of the Victrola special emphasis is given to the study of opera and oratorio.

Pre-requisite: Music 3. By permission from the department, students may enter this course and take Music 3 as a parallel course.

Texts: Harmony, Clark. Musical Form, Cornell. First Studies in Musical Biography, Tapper. History of Music, Fillmore.

Instrumental Music

Class instruction in orchestral instruments is elective; one credit, (two terms), may be substituted for Music 4. Classes recite three days each week.

Music 21, 22, 23 (Violin First Year)

The subject matter of the text used is correlated with the singing lesson wherever possible. Emphasis is placed upon the mechanics of the instrument by employing: (1), Short and easily memorized exercises in rhythmic form, for the development of the bow hand and arm; and (2), technical exercises suitable for young beginners, designed for the purpose of training the left hand.

Pre-requisite: Music 2.

Text: Mitchell's Public School Class Method, Book 1.

Music 24, 25, 26 (Violin Second Year)

The work of the second year provides for the presentation and development of the third position, the more difficult keys, rhythms, bowings, and the easier harmonies; during the latter part of the year the seven positions in scale form are used.

Pre-requisite: Music 23 (Violin).

Text: Mitchell's Public School Class Method, Book 2.

Music 31, 32, 33 (Brass Wind Instruments First Year)

Instruction is offered in all brass wind instruments,—four years in cornet, trumpet and all other valve instruments played from treble staff, and two years in trombone, baritone, euphonium, tuba and all other valve instruments played from bass staff. Students who have some training in the technic of these instruments will be examined and graded according to their ability.

Music 31 is the class for beginners and includes tone production and lip development through simple exercises in three keys. Students are required to take music 2 as a parallel course.

Music 32 provides for the training of the diaphragm, breathing exercises, and scales and exercises in three additional keys.

Music 33 includes sight-reading of simple finger exercises and the study of the more difficult keys.

Text: Langey.

Music 34, 35, 36 (Brass Wind Instruments Second Year)

The work of the second year consists of exercises for velocity and the perfecting of tones in the higher register; solos and duets of medium grade of difficulty are used.

Text: Langey.

Music 37, 38, 39 (Cornet and Trumpet Third Year)

During the third year some practice in band and orchestra is given. The technical exercises include the study of appoggiature, mordent, gruppetto, trill, etc.—preparation for solo playing. No student will play in public without permission from the instructor.

Text: Arban.

Special

The University maintains a choir, band and orchestra. Students who are especially interested in music are urged to apply for membership in at least one of these organizations.

CHEMISTRY

GEORGE M. BROWNE.

The facilities for the study of chemistry have been much improved during the past few years. The laboratory has been equipped with lockers for eighty students and each locker supplied with ample apparatus.

All courses in chemistry require both text and laboratory work; two periods of laboratory are required for each period of recitation omitted.

Chemistry 1

A course for beginners is offered in the Fall Term. This course is designed to meet the requirements of the agriculture and domestic arts courses. It is the chemistry of air, water, salt, solution, and common things. Two periods of recitation and six of laboratory required weekly.

Chemistry 2

Chemistry 2 is a continuation of the work begun in chemistry 1, which is a pre-requisite. It is largely the study of metallic compounds in common use. This course may be used by the Latin course students as a substitute for Chemistry 1 B. Offered in the Winter term only.

Chemistry 3

Chemistry 3 is a continuation of Chemistry 2, which is pre-requisite. This course is largely work with those carbon compounds which are of special interest to the students of agriculture and of domestic arts. Three periods of text-book and four of laboratory are required. This course is offered in the Spring term only.

Chemistry 4

Household chemistry is required of 3 year students of the domestic arts course. It is largely quantitative and qualitative laboratory practice with various substances used as foods or in their preparation, and those used as cleansing agents. Chemistry 3 or its equivalent is a pre-requisite. Offered in the Winter term only.

Chemistry 5

Chemistry 5 is a continuation of the work begun in Chemistry 4. Offered in the Spring term only.

Chemistry 6

Not offered in the year 1914-1915.

Chemistry 7

Qualitative analysis of the more common base forming elements is offered in the Fall term. Text: *The Elements of Qualitative Analysis*, by W. A. Noyes.

Chemistry 10 and 11

Quantitative Analysis will be begun in the Winter term of the year 1914-1915 with gravimetric methods. In the Spring term the work will be largely volumetric. Chemistry 7 is a pre-requisite.

Chemistry 1 A, 2 A, 3 A; 1 B and 2 B

Owing to the large number of students in the beginning terms it is usually found convenient to place in separate classes those Juniors and Seniors in the various courses thus giving to each group the chemistry best suited to their needs. The "A" divisions taking college preparatory work, while the "B" division devotes its time to those chemical topics of most interest to those who are to teach geography, physiology, etc., in the public schools, and can devote only the Fall term to the work.

PHYSICS

S. E. BOOMER.

MYRTLE COKER.

The lecture room and laboratory are well equipped for the work offered. The laboratory fee is one dollar in each course except numbers one and five in which there is no fee.

1. This course is given in preparatory, but it is required of all those in the normal department who have never studied physics. It deals very largely in a qualitative manner with the common phenomena of every day life. It intends to develop the habit of observation and intelligent interpretation of these phenomena, to make for efficiency in the nature study work of the common schools, and to prepare for those sciences which precede the more advanced courses in physics.

Many demonstrations and about twenty-five simple laboratory exercises with a well kept note book constitute the experimental work.

2 and 3. Together these form a complete course in general physics. The aim is to give an appreciation of the physical laws of nature, to study their industrial applications, and to develop the scientific habit of thought. The former, which is given both the fall and winter terms, covers mechanics and heat. The latter, which is given both the winter and spring terms, covers magnetism, electricity, sound, and light.

Pre-requisites: Physics 1, Math. 3, 14. Math. 15 must precede or accompany course 2.

Texts: A First Course in Physics (Revised), Millikan and Gale. A Laboratory Course in Physics, same authors.

4. Some of the more difficult problems in the above courses receive fuller treatment. The library is used extensively, assignments of reading being adapted to the purposes of the individual. Four hours per week recitation, two hours per week laboratory.

Texts: Several of the leading high school texts and manuals are used, but each member purchases one text and one manual.

5. Laboratory Assistant. Pre-requisite: Equivalent of courses 1-4. Practice in setting up and manipulating demonstration and laboratory apparatus, repairing apparatus, assisting in one section of laboratory work, assigned readings on the pedagogy of the subject. Practice credit allowed.

Degree Courses

6. Mechanics and Heat. Fall term.

Pre-requisites: The equivalent of courses 1-3. Trigonometry must precede or accompany this course.

7. Magnetism and Electricity. Winter term.

8. Sound and Light. Spring term.

Courses 6, 7 and 8 constitute a one year course of college physics. Recitation three hours per week, laboratory four hours per week.

Astronomy

The course is largely descriptive, formal mathematics being reduced to the minimum. The relation of the earth to the heavenly bodies, the changing seasons, the varying forms of the moon and the planets, units of time and distance receive attention. It is intended to be helpful in teaching mathematical geography.

Fall Term. Text: Todd.

BIOLOGY

J. P. GILBERT.

W. M. BAILEY.

ISABEL CLEGG.

RAYMOND PARKINSON.

G. H. FRENCH, CURATOR OF MUSEUM.

Biology 1

This is a first course in Zoology for those who have no credit for the subject in a good high school. The course will cover the general field of Zoology, using type studies as a basis for the larger group studies, and as a means of training in method of approach to the study of animals. Considerable emphasis will be placed on field studies as well as on the laboratory and recitation work.

Biology 2—Invert. Zool.

This course in Invertebrate Zoology is for advanced students who wish to teach the subject. Animals will be studied in detail as to the structures and functions of organs. As far as time will permit, studies in morphology, physiology, relation to environment, and the inter-relation of organisms will be assigned to individual students in the laboratory and field. The student is expected to gain some knowledge of methods of research. Historical methods taught as required.

Required: Zoology 1, or equivalent.

Biology 3—Vert. Zool.

The course in Vertebrate Zoology for advanced students is a continuation of Zoology 2, and it will follow the same general plan. Students may take this course before taking Zoology 2, yet they are advised that the better plan would be to follow the order as printed in the course of study. Histological methods and studies emphasized as needed.

Required: Zoology 1, or equivalent.

Note.—Students are advised to take entomology and ornithology before they take Zoology 1 or 2.

Biology 4—Physiology

This is a course in elementary general physiology, hygiene and sanitation. The structure, work and care of the organs of the body will be studied. Diseases will be studied as to causes, spread, pre-

vention and treatment. Home and school sanitation will be discussed.

Biology 6—Entomology

Insects will be studied as to their life histories, adaptive structures, relation to environment, economic importance, and as agents for the spread of disease. The locust, the honey bee, the housefly and other forms will be studied in detail as to their habits, external structures and adaptations, internal anatomy, etc. The relation of insects to crops, truck garden, fruit, lawn, and shade tree injury will be studied and remedies and preventive measures discussed at length. Much emphasis will be placed upon field studies. In presenting the subject it will be borne in mind that Entomology is especially adapted to teaching in the public schools.

Biology 5—Ornithology

This class will be expected to learn to recognize practically all the common birds of the season, and to this end frequent field trips must be made. For bird anatomy the English sparrow or the pigeon will be used. The economic importance of birds in insect and weed seed destruction, in relation to crops and seed dispersal, will be emphasized. A bird calendar will be kept by each student, and bird protection will be discussed.

Biology 7—Apiculture

The honey bee will be studied as to its adaptive structures, the history of a bee colony, the making of new swarms, comb and extracted honey production, and bee diseases and treatment. Various types of hives will be set up in the laboratory. Colonies of bees will be available for work and the instructor will demonstrate queen rearing, etc., for the class. Colonies will be available for the use of individual students who desire to do the practical work of the bee keeper. The relation of the bee to fruits and flowers and the profits of the bee keeper will be discussed. Types of hives and methods most suitable for the professional or business man or farmer, who wishes to have an attractive and profitable "side" business of a few colonies of bees, will be given especial attention.

Biology 8—Comparative Embryology

The chick embryo will be studied in some detail, while eggs of the frog, squash bug and other forms will be studied in comparison. The "recapitulation theory" will be discussed in this connec-

tion. The course will, of necessity, be brief and elementary, but it should be of great value in giving the student of Biology and Agriculture some insight into one of the most fertile sources of our knowledge of animals and their various adaptive structures.

Biology 9—Elementary General Biology

This is a general course for preparatory students and it will deal with elementary general principles of plant life and animal life. The student will be expected to learn to recognize and know some characteristics and adaptations of the most familiar plants and animals. Elementary human physiology will form a part of the course. Topics in the State Course of study will be used in part of the work.

Biology 21—Elementary Botany

A first course in botany. This course presents a general view of the field of botany, and includes an elementary study of the more common types of plants, their structures, functions and life relations. The student is introduced to some of the elementary and important facts concerning the life processes as they may be seen in plants. Attention is also given to presenting the practical and economical phases of the subject. Recitations, laboratory and field studies.

Biology 22—Adv. Botany

A study of the thallophytes. A systematic study of the morphology of this group, including such problems as evolution of the plant body, origin and evolution of sex in plants, life-histories of the different forms. Attention is also given to the physiology and life relations to these plants. The food-making processes are studied, and saprophytism and parasitism are considered in connection with the fungi. Attention is given to the economic relations of bacteria and fungi. Recitations and laboratory studies. For those taking degree courses or advanced work.

Pre-requisite: Botany 21.

Biology 23—Adv. Botany

A study of the bryophytes and pteridophytes. A continuation of Course 22. The morphology, physiology and life-relations of these groups. A consideration of the problems of "alternation of generations," the gametophyte, evolution of the sporophyte, heter-

ospory, etc. The study of these groups is considered largely from the standpoint of the evolution of the plant kingdom. Recitations and laboratory studies. For those taking degree courses or advanced work.

Pre-requisites: Botany 21 and 22.

Biology 25—Adv. Botany

A study of the Spermatophytes. A continuation of Course 23. The morphology, physiology and ecology of the seed plants. A study of the vascular anatomy and reproductive organs of the sporophyte, the gametophytes, pollination and fertilization, the flower, the embryo, the development and structure of seeds, and other problems. A study of the functions of the different organs of the seed plant. The ecological groups and their relations. Some attention is given to the identification and classification of seed plants. Recitations, laboratory and field studies. For those taking degree courses or advanced work.

Pre-requisites: Botany 21, 22 and 23.

Biology 24

Bacteriology. A study of the morphology, life relations and distribution of bacteria, and their relations to human interests. Attention is given to the study of such phases of the subject as the relation of bacteria to decay to the fertility of the soil, pathogenic bacteria and their relations to disease and to public health, methods of making cultures, methods of disinfection and sterilization, food preservation, prevention of disease, hygiene and sanitation. Recitations and laboratory studies.

AGRICULTURAL DEPARTMENT

RENZO MUCKELROY.

H. B. PIPER.

The aim of the Agricultural Course is first to reach the country boy in the country school by giving to the teachers a fair conception of the subject matter that they in turn may present the work and second to make the teaching and demonstration so practical that those who do not care to teach may find safe and profitable employment on the farm.

The last two General Assemblies have appropriated \$24,000 for the purchase and equipment of a 60 acre farm and the furnishing of laboratories for instructional purposes. The farm lies just south of the campus and is a typical Southern Illinois farm. On this farm the principles of scientific farming in relation to systems of permanent agriculture will be demonstrated. Systems of grain and live stock farming, horticulture, gardening, poultry keeping, dairying, and pure bred live stock production will be taught.

The following is a brief description of the several courses offered:

Soil Physics—Fall

The work in Soil Physics will be a study of matter and force, nature, origin and waste of soils, chemical and mineral nature of soils, soluble salts with the physical effects, typical nature of soils, soil moisture, amounts available and required by plants.

Winter

This term takes up the physics of plant breathing and root action, movements of soil water—gravitational, capillary and thermal—modes of controlling soil moisture, relation of air to soil, soil temperature with influencing conditions, objects, methods and implements of tillage, principles of farm drainage with practice in laying out drains.

Advanced Fertility—Fall

This course includes a more intensive and extensive study of the fundamental facts and principles of soil fertility, elements and their compounds, plant food and growth, soil formation, classification and composition, soil survey and analysis by the United States

Bureau of Soils, crop requirements for nitrogen, phosphorus, potassium and calcium, rotation systems for grain and live stock farming, and uses of phosphorus in various forms.

Winter

The work of this term includes a study of the soil investigations by culture experiments of the Rothamsted field and of the leading Universities of the United States and the Canadian field, various fertility factors, manufactured and commercial fertilizers, critical periods in plant life, farm manures, analyzing and testing soils, factors in crop production, and systems of crop rotations as related to permanent agriculture and successful farming.

Crop Production—Winter

The first course in crop production takes up an elementary study of the soil as a medium for root development, soil formation, elements of plant food, soil water, drainage, irrigation, external factors in soil management, tillage, common weeds, and means of eradication, insect pests and methods of combating them, indicate in a general way the territory covered.

The courses will consist of lectures, quizzes and laboratory work.

Spring

The work of this course is a study of the various crops of the farm in relation to their value to the farmer in systems of crop rotation, principles of rotation, cultivation, tillage, forage and fiber crops, grasses in the United States, value of seed selection, testing and judging, methods of combating the pests of farm crops.

Some time will be given to practical exercises and laboratory work.

Farm Management

Farm Management is a study of the business principles in farming, or the science of organization and management of a farm enterprise for the purpose of securing the greatest continuous profit. This course is planned with the above purpose and includes a study of such topics as the characteristics desirable for a farmer, cost of living on a farm, types of farming, maintaining the fertility, live stock problems, size of farms, capital, methods of renting land, farm labor and equipment, marketing products, records and accounts, choice of a region and buying a farm.

Farm Mechanics

The subject of Farm Mechanics is intended to bring the student into a fair conception of some of the simple things surrounding farm life. A few principles of architecture such as strength of materials, warmth, lighting and ventilation, principles of construction, etc., will be studied before taking up the elements of Farm Mechanics embracing the principles of draft, construction and maintenance of country roads, farm motors and farm machinery.

Agricultural Bacteriology

Agricultural Bacteriology is elementary in character, taking a survey of the general forms and structures of bacteria, nature of microorganisms and their activities, fermentation, petrification and decay, bacteria in soil and water, nutrification and dentrification, soil inoculation, bacteria and soil minerals, bacteria in milk and related products, relation to miscellaneous farm products and parasitic bacteria.

Emphasis will be placed on the beneficial and harmful bacteria with ways and means to promote and prevent their respective growths.

Gardening

The work in gardening embodies a study of the general plan of the place, the execution of some of the landscape features, handling of the land, handling of the plants, protection of plants from things that prey on them, making hot beds and cold frames, growing the vegetables, growing the ornamental plants, and growing of the fruit plants.

Poultry

The work in Poultry will consist of the historic development of the various types and varieties in relation to their native home and breeding that the foundations for good poultry practice by true scientific principles may be followed. Basis and beginning the business, principles and practice of breeding, incubators and incubation, brooding, growing chicks, foods and feeding, parasites and diseases, housing and fencing, marketing, exhibition, scoring and judging, records, accounts and advertising and general methods of management will constitute the larger part of the work. Several varieties of the best breeds will be available for scoring and judging, incubators will be run in the laboratory to demonstrate the latest methods in incubation and chickens kept to illustrate the principles of balanced rations.

Animal Husbandry—Fall

Dairy and beef cattle will be the beginning of the year's work in Animal Husbandry. Characteristic types and breeds, historic developments, native homes, adaptation to climatic and local conditions, judging and scoring, and the production of each class for market conditions, will constitute the larger part of the work.

Winter

Sheep and swine will be studied principally from the feeder's view point, and as to their place in systems of farming for Southern Illinois. The characteristic types and breeds will receive due attention. Practice will be given in judging and scoring.

Spring

Types and breeds of horses will constitute the work of this term. The principal aim of this course is to lead the student to see the better methods of improving the breeds of horses, and the selection of the right type of horse for the work to be done. Lessons in in judging and scoring will be given.

Market Classes and Grades of Farm Animals

The work will be principally from the production side. The student will be led to see the importance of knowing the market classes and grades from the market standpoint, buying and selling, grading, etc. The class will be expected to visit the stock yards in St. Louis at least once during the term, where the expert may be seen at his work.

Feeds and Feeding

This course includes the more elementary and fundamental principles of the relation of plant and animal life, chemical elements of nutrition, compounds of animal nutrition, composition of the bodies of animals, digestion of food, conditions influencing digestion and the laws of nutrition. The analysis of feeds, commercial feeding stuffs, together with their relative value as based upon a maintenance ration as applied to animals of various ages either at rest or doing light or heavy work, will be studied. Balanced rations for milk and meat productions with the various animals will be carefully noted.

Dairying

The aim of the course in Dairying is to study conditions as they exist in Southern Illinois and to make the work as practical as possible. Students will have an opportunity to study and work out the general problems of milk production, feeds and feeding, secretion, composition and testing, ferments and fermentations and their control, marketing milk, separation, ripening and churning of cream, finishing and marketing butter, varieties of cheese, general by-products of the dairy, statistics and economics of the dairy industry.

Selection and Breeding

That the student may better appreciate some of the products of plants and animals in their growth towards man's standards of perfection, a discussion of the subject is embraced in this course. The work embodies the origin of domesticated races (plants and animals), how they came to be domesticated, needs of improvements, natural and artificial selection, unit characters, variability, transmission of characters, heredity, environment, prepotency, hybridization, and some of the practical problems involved.

Horticulture—Fall

The work in this course will consist chiefly of the elementary problems which arise in the care and management of a young orchard from the time it is set out until it comes into bearing age.

Extensive studies will be made of the following topics: The selection of an orchard site, planting of the fruit grounds, choice of varieties, selection of plants, setting young plants, tillage of fruit lands, cropping and fertilizing the orchard, cover crops.

Much time will be devoted to practical exercises and laboratory work.

Bush Fruits—Winter

The object of this course is to acquaint the student with the different classes of bush fruits and the management of each.

Studies will be made in training, spraying, pruning, harvesting and marketing.

The location of the fruit and leaf buds and the manner of bearing will be given some consideration.

Some time will be given over to practical exercises and laboratory work.

Orchading—Spring

This course is a continuation of the Principles of Fruit Growing and deals primarily with the care and management of a mature orchard.

Much stress will be laid on the following points, methods of training trees, pruning and methods of healing wounds, spraying and orchard pests, tillage, marketing the crop. Methods of rejuvenating old orchards will be dealt with rather liberally.

The course consists of lecture quiz and laboratory work.

Agricultural Extension

Agr. Ext.—C—The aim of the first course in Agricultural Extension is to give a few elementary principles of the science of agriculture. The course includes a series of forty-four lessons on soils and crops with outlines, demonstrations and references that will aid the teacher in presenting the subject. The work is for a six months' term in the country schools and covers such topics as soil formation, classification, soil type areas, physical properties of soils, elements of plant food, sources and uses to the plant, limiting elements, value of crop rotation, growing legumes, seeding and care of farm crops, seed selection and judging, beneficial and harmful birds and insects.

Agr. Ext.—B—This course is planned to cover a six months' term in the country schools on animal life. The same general plan is taken up as in the soil extension. The work will include a study of types and breeds of horses, cattle, sheep, hogs and poultry, their care, feeding and general management. Lessons on the use of the score cards will be given.

Agr. Ext.—A—Since the Normal course includes more material than may be used in High School work, and since students may be interested in planning such courses, the work of this term is for the special purpose of organizing such parts of the agricultural work as may apply to High School courses, meeting sectional demands and also college entrance requirements. A careful study of the Illinois Educational Commission's report will be made together with the recommendations of the best State Universities, students taking this course will have a fair conception of the general field of High School Agriculture.

HOUSEHOLD ARTS

GRACE E. JONES.

LUCY K. WOODY, ASSISTANT.

Household Art 1, 2, 3

Textiles and Sewing:

Household Arts 1. This course which is offered in the fall term only is designed to give a knowledge of the fundamental principles in handwork applied to useful articles, the articles chosen being such as would furnish suggestions to those desiring to teach the subject.

The work in textiles covers the history of the industry and the study of wool.

Household Arts 2

The winter term introduces machine work in garment making. The garments are planned as to style, suitability of material and trimming, and economical purchase of materials. The work involves the alteration of commercial patterns, fitting, and the various ways of setting in trimming.

The work in textiles in this course embraces the study of cotton and silk.

Household Arts 3

This course offered in the spring term consists of planning and making a house dress and a school dress; a study of the lines of the figure and the elaboration of plain patterns together with a study of color combination in dress and choice of materials.

In textiles the work covers the study of linen, the dyeing of fabrics, hygiene of clothing, laundering and the economic and social aspects.

Household Arts 14

Design and Dressmaking

This course, which is offered in the fall term only, embraces the making of a wool dress and a silk waist after original designs and patterns worked out from simple commercial patterns.

Household Arts 15

Dressmaking and Pattern Drafting

Pattern drafting will be taught in the winter term, the patterns drafted used in making undergarments and a tailored shirt-waist suit. In this course machine attachments will be used.

Household Arts 5, 6, 7, 8**Cookery**

The work in cookery tin to give a working knowledge of cooking processes, to give practice and to develop skill and efficiency in handling materials and household apparatus.

Principles are deducted from experiments, showing the effect of heat, cold, fermentation upon food and applied to its preparation. The comparative cost of fuels and materials used is studied.

In connection with the courses in cookery are recitations and assigned reading references regarding the composition, nutritive and economic value, as well as the production and manufacture of food materials used in the laboratory.

Household Arts 5 Fall Term

The study of the cooking processes with reference to temperature with comparative cost and efficiency of fuels. Experiments with tea, coffee, fruits, starches, and sugar. Application is made in the cooking of vegetables, starchy puddings and cream soups, and candy. Milk, cheese, and eggs are also studied in this term.

Household Arts 6 Winter Term

Meats, poultry, fish, stock soups, gelatin, salads, deserts, and meat substitutes.

Household Arts 7 Spring Term

Cereals, macaroni, breadstuffs, beginning with the batter and advancing to dough in appropriate sequence.

Household Arts 8 Fall Term

In the early fall the laboratory work consists of canning and preserving fruit with pickling and jelly making, to be followed with a more extensive study of working processes in an experimental way with special reference to economy and efficiency. The planning and serving of meals with table service and decoration. Demonstration cookery, and the lunch problem for school children and cafeteria, with practical work along both lines.

Household Arts 9**Methods**

This course is a consideration of the teaching of Household Arts in the elementary school. The course of study and its relation to the school curriculum with the planning and presentation

of lessons. Also the study and planning of equipment with cost of same and of maintenance.

The practical work consists of observation, practice teaching and assistance in the management of the departmental housekeeping.

Household Arts 10, 11

Nutrition: Winter Term

Dietetics: Spring Term

These courses aim to give the fundamental principles of nutrition with varying conditions, age, sex, and occupation. The subject matter includes the study of chemistry and physiology of digestion, the nutritive value of food principles, the study of dietary standards with application to the practical problems of the home.

Text books: Stile's Nutritional Physiology; Rose's Laboratory Manual and Dietetics.

Pre-requisites: Physiology, Chemistry, and Household Arts 5, 6, 7, 8.

Household Arts 12, 13

Home Economics: Winter Term

Introductory to the course is a brief survey of the evolution of the home. The selection, surroundings, construction, hygienic, economic and artistic conditions of the modern home. The planning of the house in reference to good proportion and convenience, the problems of artistic economic and hygienic furnishing are other topics considered.

Housewifery: Spring Term

The organization and systematic planning of the work of the home with the expenditure of time, labor and money. A study of labor-saving devices and efficiency methods of business as related to the home. The household budget and systems of keeping household accounts, also marketing and buying supplies.

Laboratory Work: In connection with the study of cleaning agents, practical application is made in the care of floors, wood-work, kitchen apparatus, pantries, dining room and table linen, bed rooms and bath rooms.

Text books: Bevier, The House; Elliott, Household Hygiene; Terrill, Household Management; Taylor, The New Housekeeping; Bruere, Efficiency in the Home.

MANUAL TRAINING

LOUIS C. PETERSON

The Normal Schools aim to supply the increasing demand for teachers who are prepared for the industrial arts. The teaching of this branch of education is based upon pedagogical principles and should be taught by teachers who have had special preparation. The notion that an unprepared artisan can teach Manual Training as it should be taught is erroneous. The result would be, in such a case, that a trade only would be taught instead of that broad industrial education which develops the child's intellectual faculties. Manual Training means developing of power to observe, to investigate, to analyze, to reason, to discriminate, and to combine.

Special emphasis is laid on the correct processes, care of tools and bench, and the right attitude in approaching the subjects of industrial problems.

Mechanical drawing is an important feature of the work. Planning of problems in hand-work together with methods of presentation and working out of courses will be discussed fully in connection with this work.

Required in the English course throughout the second year.

The department offers the following course in Manual Arts. The satisfactory completion of this course entitles the student to a diploma from the university of equal rank with those to a diploma from the university of equal rank with those from the regular English and Language courses.

Required in the English course throughout the second year.

The department offers the following course in Manual Arts. The satisfactory completion of this course entitles the student to a diploma from the university of equal rank with those from the regular English and Language courses.

Equipment: This department is equipped with twenty benches, twelve lathes and power saws for shaping and turning woods and metals. The tools, benches and machinery are of modern type and ample for the needs of the work of the department. Excellent facilities are provided for acquiring practical experience in shaping materials into useful articles, in principles of construction, in operating power-driven machinery and in the processes and methods employed by manufacturing and building industries.

Course 1.—Elementary Construction

This course consists of exercises suitable for the lower grades. Paper folding and cardboard construction, cord knotting and braiding, weaving and basketry, bookbinding, and rebinding, study of textiles, papermaking, bookmaking and primitive industries.

Course 2.—Wood Work

This course includes work in thin-wood exercises suitable for intermediate grades. The study of simple tools, practice in the use of the rule, knife, coping-saw, try-square, compasses, plane, spoke shave, hammer, etc.; problems in simple wood-fastenings and finishes, and study of common woods.

Course 3.—Joinery

The student will construct useful articles involving the various joints such as are used in furniture construction and interior house finishing, panel work, door and window framing. Wood finishing will be studied and applied in practice. Instruction pertaining to the structure of wood, the method of converting the tree into lumber, seasoning, characteristics of good timber, defects, methods of preserving lumber, etc.

Course 4.—Cabinet Making

This course includes a series of lessons in practical cabinet work, instruction in the use of such fastenings as are employed by cabinetmakers, glue dovetailing in its various forms, blocks and dowels. There will be lessons in carving, veneering, inlaying, rubbed glue joints, scraping, filing, varnishing and polishing. Study of structure and design of furniture.

Course 5.—Wood Turning

This work consists in the care and operation of the power-driven wood-turning lathe. A careful study is made of the method of handling the tool for each cut. The practice exercises include turning straight cylinder, squaring ends and cutting shoulders, long taper cuts, "V" cuts, bead or short convex cuts, concave cuts, long convex cuts, inside and outside screw face plate work, face plate and chuck work, reversing work in chuck, etc. Articles made are such as furniture parts, Indian clubs, dumb bells, darners, ro-

settes, cups, trays, candlesticks, goblets, napkin rings, towel rings, pulleys and wheels. The shop is equipped with eleven 12-inch wood turning lathes, one 36-inch band saw and other necessary tools for this course.

Course 6.—Pattern Making

This course includes the study of draft and shrinkage (fillets and round corners), finish and double shrinkage, simple coring, simple split pattern, difficult core box construction, building up loose piece patterns and sectional patterns. Problems are such as ribbed patterns, bracket, tool post slide, face plate, cone-pulley, ring, hand wheel, flat wrench, crank arm, gland, stuffing box, simple pipe fitting, pillow block, arm pulley, gear wheel, globe valve, etc.

Foundry methods will be studied. Practice in molding simple castings.

Course 7.—Forge Work

This course is designed to give training in the working of iron and steel. In dealing with the heated metal the student learns that the material must be treated instantly. Rapid blows, quick thinking, and a sure blow are required to get the desired result.

The student is taught how to manage the fire and to recognize the grades of heat necessary for the working of the different materials, the use of tools and appliances, the effects of the different kinds of blows and forging operations, such as drawing, bending, upsetting, forming, straightening, twisting, welding and tempering. The exercises consist of various pieces, involving the practical steps, as follows: Hooks and staples, stirrups, chains, tongs, chisels, center punches, hammers, Venetian iron work and a finished set of tempered tools for iron turning in the machine shop.

Course 8.—Art Metal Work

A study is made of the properties of metals, the principles of structural and decorative design and the methods of construction. The work includes such operations as making angles, forming curves, binding, punching, riveting, filing, sawing, drilling, beating, annealing, soldering, etching, and coloring by heat and chemicals. Problems are: pen tray, sconce, tea mat, desk stand, tin cup, funnel, paper cutter, lantern, bracket, door plate, watch fob, escutcheon, hinges, plate, bowl, box, and electrical apparatus.

Course 9, 10.—Machine Shop Practice

The equipment for the purpose of giving students a practical training in machine work and toolmaking has recently been extended by addition of some valuable machines and tools. With these improved facilities this course offers exceptional opportunities for the study of metals, alloys, machine design, construction and operation. The exercises are as follows: chipping, filing, sawing, drilling, thread cutting with taps and dies, fitting, polishing, tool-making, center work, drive on centers, setting tools, face ends to length, turn to size, caliper accurately, cutting speeds, roughing and finishing cuts, taper work, face-plate work, screw setting, chuck work, assembling of machine parts.

During the past year the students have built several complete gasoline engines and other machines. The installation of the new machinery has been done entirely by the students. The work provides a practical training in modern machine methods.

Course 11, 12, 13.—Mechanical Drawing

One year of mechanical drawing is required in the Manual Training Course.

The work to be done comes under the headings as follows: The use of instruments, applied geometry, lettering, orthographic projection, developed surfaces and intersections, pictorial representation, working drawings, technical sketching, architectural drawing, duplication and drawing for reproduction, strength of materials and specifications.

COMMERCIAL DEPARTMENT

Bookkeeping, Banking, Business Arithmetic, Penmanship, Commercial Law, Stenography and Typewriting

RICHARD V. BLACK.

ANNE MC OMBER, ASSISTANT.

CHARLES ISMERT, ASSISTANT.

Equipment

The Commercial department is equipped with a bank and wholesale room for the work in actual business.

The typewriting room is equipped with the latest improved desks, and the new Underwood typewriting machines. Other makes of machines will be added as required.

A new Burrough's Adding and Calculating machine is to be added this summer thus giving the students an opportunity to become familiar with the operation and use of this very important labor saving device in the work of accounting.

Stenotype machines are to be installed this summer and will be ready for the opening of the fall term, September fifteenth.

Penmanship 1

Two things are sought in penmanship, legibility and rapidity. The work in this course is devoted to the rapid muscular movements and a study of the small letter forms. The letters are studied in groups and drills given that will develop each group.

Penmanship 2

Drills in movement. Ovals, direct and indirect. Straight line. Single and combination letter drills. Word drills and dictation exercises to establish uniform tempo. Special drill on business capitals and their combinations with small letters. Figures. Business forms and business letters.

Commercial Arithmetic 1

Short methods in dealing with the fundamentals. Aliquot parts of 100. A mastery of the 45 combinations. Tables of denominate numbers. Fractions. Formulas used in percentage and its applications. Formulas used in mensuration. Solving and analysis of problems by mental processes.

Commercial Arithmetic 2

Denominate numbers. Bills. Statements. Account Sales. Shipments. Cash account. Bank account. Closing and ruling ledger accounts. Daily balances. Percentage. Profit and loss. Interest. Bank discount. Trade discount. Brokerage commission. Premium. Stocks. Bonds. Insurance. Taxes. Negotiable paper. Partnership. Annuities. Building and loan.

Commercial Arithmetic 3

Mensuration. Lumber. Building. Plastering. Papering. Carpeting. Painting. Land measure. Base line. Principal meridian. Township section, and its divisions. Distance. Surfaces. Solids. Capacity, Ratio and proportion. Longitude and time.

Commercial Arithmetic 4

A mastery of single column addition. Some time will be given to double columns addition. Short cuts in dealing with the fundamentals. The single equation method of stating and solving problems. Methods employed by expert accountants in solving problems and checking results. Arithmetical problems in business.

Bookkeeping 1

This course is introductory book-keeping and is planned for those who have never studied the subject. The work is taught on the laboratory plan. The double entry system is introduced in the beginning and all the laws governing the debit and credit of business transactions are fully explained and mastered. The journal, day book, cash book, sales book, purchase book and the auxiliary books are introduced and their use in accounting fully demonstrated. A complete line of business transactions are placed in the books of original entry, posted to the ledger, trial balance taken, inventories entered, and accounts closed. Loss and gain account and financial statement are worked out, and the entire ledger summarized in the balance sheet.

Bookkeeping 2

This course in bookkeeping constitutes the actual business practice. A bank and a wholesale room have been installed which gives special opportunity to learn the banking and wholesale business, as well as the retail business. In the retail business each stu-

dent becomes a proprietor. He is given a cash capital in college currency. The work in detail is as follows: Selects a place of business. Leases a building. Opens an account with the bank. Buys merchandise from the wholesale house. Trades with fellow students. Writes checks, notes, drafts, and other business papers. Buys and sells for cash, on account, note, draft, and in combination. Writes trades in books of original entry, posts to the ledger, making daily trial balances and cash reports. After four weeks trading ledger is closed and business opened as a partnership. More advanced and new lines of trading are introduced. More skill and greater rapidity required. After four more weeks of trading the books are again closed and opened as a corporation. The work in trading is continued for two more weeks, when a final closing is made.

Bookkeeping 3

Special sets in the different lines of business are offered. Grocery, Lumber, Hardware, Farm, Wholesale Dry Goods, Boot and Shoe Manufacturing Commission. In all these lines of business the latest systems of accounting are presented. In the Actual Business Practice each student has been taught to rely on himself, and to see clearly the workings of the varied business transactions, so that in the advanced sets little difficulty will be met in comprehending the trades that are made.

Banking 4

This course deals primarily with Bank accounting. Actual practice in handling bank book-keeping is offered in the actual business practice. The latest improved systems of accounting as employed by the best city banks are taught. A working knowledge of the following books is required for credit in this course: Depositors' Ledger, Discount Register, Correspondents' Register, Collection Register, Bond Register, Certificate of Deposit Register, Draft Register, Teller's Cash Register, Collection and Discount Tickler, Daily Statement, Certified Check Register, Journal.

The history and organization of our banking system. Private Banks. State Banks. Trust and Savings Banks. National Banks. The Reserve Banks created by the recent banking laws. The Clearing House. The Bank as an economical institution in a community.

Corporations 5

Corporations: Organization, Purpose, Government Supervision, Kinds of Stock. Stock Certificates. Bonds. Earnings, Sinking Fund. Imprest Fund. Dividends. Surplus. Assessments.

Stockholders. Officers: Directors, President, Secretary, Treasurer. New York Stock Exchange. Comparative Value of Stocks and Bonds. Investments. Manipulation. Trusts. Syndicates.

Manufacturing: Raw Materials, Finished Goods, Production, Disposition. Factory System: Organization and Efficiency, Manufacturing Activities. One or more sets in Manufacturing Accounting required for credit.

Auditing 6

Object, Term, Kinds, Duties, Working Papers, Order of Procedure, Method, Detection of Errors, Proving Cash Balance, Audit of General Cash Book, Petty Cash Book, Sales Book, Purchase Book, Journal, Return Books and Voucher Register, Adjustment Entries, Preliminary Trial Balance, Profit and Loss Statement, Financial Statement, Conclusion, Balance Sheet, Auditor's Report. Sets worked out by students in former courses will be used in giving practical experience in this course.

Commercial Law 1

Definition, Moral Law, International Law, Municipal Law, Constitutional Law, Ecclesiastical Law, Common Law and Equity, Statute Law, Criminal Law, Civil Law.

Contracts: Parties, Consideration, Subject Matter, Mutual Assent, Time, Conditions. Kinds: Formal Contracts, Simple Contracts, Oral Contracts, Written Contracts, Express, Implied, Executed, Executory, Mutuality, Construction, Mistake, Fraud, Duress, Statute of Limitations. Insanity, Infancy, Married Women, Statute of Frauds, Sales of Goods Act, Discharge of Contract, Legal Tender, Bankruptcy, Sale of Personal Property: Sale and Barter, Bailment, Personal and Real Property, Fixtures and Chattels, Parties to a Sale, Factor, Pledgee, Potential Existence, When Title Passes, Chattel Mortgage. Warranty: Express, Implied, Rights of Vendors, Rights of Vendee, Stoppage in Transitu.

Negotiable Instruments: Statute Law, Essential Elements, Negotiable in Form, Notes, Checks, Drafts, Bills of Exchange, Indorsement, Acceptance, Certified Checks, Presentment, Waiver, Protest, Accommodation Paper, Forgery, Interest, Usury.

Commercial Law 2

Agency: General Agent, Special Agent, Relation of Principal and Agent, Power of Attorney, Obligation of Principal to Agent, Obligation of Agent to Principal, Obligation of Principal to Third

Party, Obligation of Agent to Third Party, Liability of Principal for Torts and Wrongs of Agent, Termination of Relation of Agent and Principal.

Bailment: Benefit of Bailor, Benefit of Bailee, Mutual Benefit, Lien, Innkeepers, Common Carriers, Carriers of Passengers, Baggage, Partnership, Articles of Co-Partnership, Oral Partnership, Implied Partnership, Rights of Partners, Capital, Good Will, Liability to Third Party, Remedies Against the Partnership, Dissolution, Joint Stock Companies.

Corporations: Public Corporations, Private Corporations, Powers and Liabilities of Corporations, Dissolution, Membership, Stockholders, Common Stock, Preferred Stock, Management, Rights of Creditors of Corporations.

Insurance: Organization, Fire, Tornado, Life, Casualty, Employer's Liability Insurance, Fidelity, Credit, Title, Plate Glass, Elevator, Steam Boiler.

Real Property: Corporeal and Incorporeal, Fee Simple, Life Estate, Tenant for Life, Emblements. Estates by Marriage: Courtesy, Dower, Homestead, Sale, Deed, Quitclaim, Warranty, Mortgages, Landlord and Tenant.

Courts and their Jurisdiction, Pleading and Practice.

Salesmanship 1

Definition: Elements that Insure Success, Adaptation to Local Conditions, Securing the Confidence of the Public, A Knowledge of Values, A Knowledge of Goods, Giving Value Received, A Study of Human Nature, Value of Experience, Natural Qualifications, Honesty, Courtesy, Ability to Aid in Selection, A Satisfied Customer, Classifying Trade Cause of Failures, How to Become Successful, What Constitutes a Good Sale, A Good Salesman, Advertising.

SHORTHAND

Shorthand 1.

A study of the principles given in the Gregg Shorthand Manual, Lessons I to IX; elementary sounds and their shorthand representatives; word building; word signs; phrasing; abbreviation; reading and writing simple sentences; supplementary reading from shorthand plates.

Shorthand II.

A continuation of Shorthand I; completion of the Manual; word building; derivatives; advanced phrasing; short vocabulary; shorthand penmanship; practice in writing and reading simple business letters; supplementary reading.

Shorthand II. (a)

Dictation practice for the purpose of acquiring skill in executing shorthand outlines and for additional drill in phrasing.

Shorthand III.

Review of the fundamental principles and phrases through practice in writing exercises especially arranged for their application; drills in writing proper names and derivatives. Text, Gregg Speed Practice.

Shorthand III. (a)

Dictation of business letters, legal forms, and miscellaneous matter for the acquirement of a general shorthand vocabulary.

Shorthand IV.

Dictation from various phases of commercial work for speed practice; supplementary reading for the purpose of cultivating a correct idea of form and proportion, and to acquire smoothness in reading from notes.

Shorthand V.

History of Shorthand; methods of teaching shorthand; study of pedagogical works on the subject of shorthand; practice teaching; practice in writing consecutive matter other than correspondence.

Office Practice

Office Practice. Text, Office Training for Stenographers, Sorrelle. Open only to students who have completed Shorthand V and Typewriting V.

This course emphasizes the most important phases of office practice—department, the mail, systems and equipment, follow-up systems, business and legal papers, binding and indorsing legal documents, filing cabinets, card indexing.

Typewriting I.

Instruction in correct habits of position, touch, fingering, and care and manipulation of the machine.

Typewriting II.

A study of correct forms of letters writing and artistic arrangement of material; especial attention is given to proper arrangement of business letters, addressing envelopes, writing on cards.

Typewriting III.

Carbon duplicating; copying legal forms; rough draft copying; tabulating; transcribing from shorthand notes; additional exercises for accurate finger and wrist movement. This course affords a working knowledge of the machine.

Typewriting IV.

Transcribing from shorthand notes; practice in copying from miscellaneous matter for speed and accuracy; use of the mimeograph and neostyle.

Typewriting V.

Speed practice; machine dictation; study of various machines in common use; proof reading. Actual correspondence, programs, outlines, carding, etc., furnished by the different departments of the school afford a great part of the material for the work.

Typewriting V.

Methods of presenting typewriting to beginners; study of various machines in common use; machine dictation; transcription of notes; speed practice.

Stenotypy.

Beginning with the fall term of 1914 instruction will be given in Stenotypy. The courses in Stenotypy may be substituted for those in Shorthand.

Text: Rational Typewriting, Cutler & Sorelle.

TRAINING SCHOOL

The training School is organized on the following plan:

1. An *elementary* school consisting of the first six grades.
2. A *secondary* school consisting of the second six grades.

The *elementary* school is organized into two units. The first three grades constitute the *primary department*, and grades four, five, and six, the *intermediate department*. Each of these units is under a supervising critic and assistant critics. The supervising critic devotes her time to the work of supervision, the observation, plan writing, and practice of the student teachers. The assistant critics teach regular classes for observation of student teachers, and give model recitations for the observation of students in the department of pedagogy.

The *Secondary* school is also organized into two units. Grades seven, eight and nine constitute a *Junior High School*, and grades ten, eleven and twelve a *Senior High School*. There are no head critics in either of these units. The completion of units of work on the departmental plan is characteristic of the work in these units, and is taught by regular critic teachers and student teachers under close supervision of the critic teachers.

Normal School students who have completed a minimum of two units of pedagogy, and whose efficiency in the lines of work which they shall undertake to teach, is vouched for by the teachers under whom they have had the work, are admitted to work in the Training School. Their *first term's* work will be devoted to observation under close supervision, to plan writing, and to an amount of teaching determined by their relative efficiency in observation and plan work. The *second term's* work will be devoted to teaching, to plan writing, and to observation work done by the critic teacher whenever she shall decide to take the class for illustrative purposes. The *third term's* work will be devoted almost wholly to teaching under sympathetic supervision. Plan work and observation work will be required only when it seems necessary.

It is advisable for a student teacher to do work in each of the several departments of the Training School. But opportunity will be given to specialize in any one department. The work in the Senior High School will be limited to those students of maturity, experience, and efficiency who expect to do work in our best secondary schools and are taking the degree courses.

While there will be general uniformity in plan writing, yet each critic teacher or supervisor will use her own individuality in working out the details. Consultation periods, and special meet-

ings will be worked out independently by each critic teacher. *No practice teacher, however, should have work in another department at the eighth hour, as this will interfere with practice work.*

The larger supervision of the work of the Training School will require general meetings of all critic and student teachers. This work will be in charge of the superintendent. At such meetings a discussion will be made of the particular course of study—its origin in life, its unification, its lines of work, their function and unification in the twelve year course, the adaptation of the course to the child at different levels of his growth, etc. Special or division meetings will be held at which time only those teachers immediately concerned will attend. At these meetings the details of work will be considered.

The equipment of the training school is such as to offer superior opportunities for the training of teachers. The school is housed in a modern building of semi-fireproof construction. The building is equipped with every sanitary convenience, including modern drinking fountains. Through co-operation with the departments of Domestic Economy, Physical Education, Manual Training, Music and Art, we are enabled to offer typical programs of work in all of the newer subjects. A school garden, a textile room equipped with a large loom, and a large number of exhibits contributed by many manufacturing companies furnish abundant material for the interpretation and study of industries.

Note—Write for Manual and Course of Study for grades one to six.

JUNIOR HIGH SCHOOL

Tentative Course

Notes. 1. There is no differentiation of courses in this unit, but there will be a persistent effort to discover individualities, that intelligent choice of course may be made on entering the Senior High School.

2. Departmental work, under close supervision, and promotion on completion of units is contemplated.

3. In passing from Junior to Senior High School the lower work must be considered first in making assignments.

4. Alternation of work by terms will be made if necessary.

Seventh Year	Eighth Year	Ninth Year
(Period 45 M. Rec. 35 M.)	(Period 45 M. Rec. 35 M.)	(Period 45 M.
English 5	English 5	English 5
Arithmetic 5	Arithmetic 5	Mathematics 5
Geography. 5	U. S. History-Civics 5	General Science .. 5
Grammar. 2	Grammar 5	
U. S. History... 3	Physiology 3	
Writing-Spelling. 3		
23	23	15

Elect 2 or 3	Elect 2 or 3	Elect 1 or 2
Art. 2	Art 2	Art—
Sewing. 2	Cooking (90 min.) . 2	Color—Design 3
Manual Tr. 2	Manual Tr. 2	Anc. History 5
Phys. Tr. 3	Phys. Tr. 3	Manual Tr. 3
		Domestic Sci. 3
		Gymnasium 3
		German or Latin... 5

Chorus work three days.

SENIOR HIGH SCHOOL

Notes. 1. A pupil should choose one of the various courses offered and should then not shift to another course without consent of parents, principal and superintendent.

2. Elections are largely by courses, but for sufficient reasons substitutions within certain limits may be made.

3. In the junior and senior years a modification of courses will be granted to satisfy any particular college entrance requirement.

4. For those who do not select a special course a general course will be provided. The minimum requirements of this course shall be *three* years of English, *two* years of science, *two* years of history, and *two* years of mathematics.

5. In any course (including the 9th year) fifteen units (years) of credit are required for graduation.

6. Four years (including 9th) work will be offered in Latin, German and Mathematics.

7. Chorus work and two years physical training are required in each course.

COLLEGE PREPARATORY**First Year (10th)***First Semester*

English
 Mathematics
 Latin or German
 *Ancient History or Biology

Second Semester

English
 Mathematics
 Latin or German
 Ancient History or Biology

Second Year

English
 History—English or Modern
 Mathematics
 Latin or German

English
 History—English or Modern
 Mathematics
 Latin or German

Third Year

U. S. History and Civics
 Physics or Chemistry
 Latin or German
 Elective

U. S. History and Civics
 Physics or Chemistry
 Latin or German
 Elective

COMMERCIAL**First Year (10th)**

English
 Com. Arithmetic
 Writing—Spelling
 Geography (Phys.)

English
 Com. Arithmetic
 Writing—Spelling
 Geography (Com.)

Second Year

English
 Beg. Book-keeping
 Stenog.—Tpwr.
 History of Commerce
 Rapid Calculations

Bus. Forms and Correspondence
 Actual Business.
 Stenog.—Tpwr.
 Industrial History
 Elective

Third Year

Stenog.—Tpwr.
U. S. History and Civics
El. Sociology
Adv. Book-keeping
Elective

Stenog.—Tpwr.
U. S. History and Civics
El. Economics
Commercial Law
Elective

MANUAL TRAINING**First Year (10th)**

English
Geometry
Manual Training $\frac{1}{2}$
Elect from—
 History
 Science
 Art
 Latin or German

English
Geometry
Manual Training $\frac{1}{2}$
Electives

Second Year

English
History of Commerce
Mechanical Drawing
Physics

English
Industrial History
Mechanical Drawing
Physics

Third Year

U. S. History and Civics
El. Sociology
Mathematics
Manual Training $\frac{1}{2}$
Elective

U. S. History and Civics
El. Economics
Mathematics
Manual Training $\frac{1}{2}$
Elective

AGRICULTURE**First Year (10th)**

English
Biology
Commercial Arithmetic
Commercial History
Manual Training $\frac{1}{2}$

English
Biology
Commercial Arithmetic
Industrial History
Manual Training $\frac{1}{2}$

Second Year

English
U. S. History and Civics
Book-keeping
Domestic Animals

English
U. S. History and Civics
Actual Business
Feeding Domestic Animals

Third Year

El. Sociology
Soils
Chem. or Phys.
Elective

El. Economics
Farm Crops
Chem. or Phys.
Elective

HOUSEHOLD ARTS**First Year (10th)**

English
History—English or Modern
Biology
Garment Making

English
History—English or Modern
Physiology and Hygiene
Garment Making

Second Year

English
U. S. History and Civics
Chem. or Physics
Cookery

English
U. S. History and Civics
Chem. or Physics
Cookery

Third Year

Art (History)
Dietetics and Household Management
El. Sociology
Juvenile Literature

Art (History)
Dietetics and Household Management
Child Development
Juvenile Story Telling

LIBRARY SCIENCE

MARY B. DAY

The Library

The Wheeler Library possesses a working library of some 25,000 books and 800 pamphlets. It is classified according to the Dewey decimal classification. There is a dictionary card catalogue with full analytical cards (author, title, subject, etc.) The books have been selected with reference to the needs of the various departments. They comprise standard works in literature, travel, history, science, philosophy, pedagogy and art, and general works of reference, including dictionaries, encyclopedias, year books, atlases and books of quotations. All periodical literature, that has permanent value, is bound and made accessible by Poole's index, the reader's guide, etc. The library subscribes to over a hundred of the best current periodicals, and receives daily many newspapers from surrounding towns and counties. The library contains much bibliographical material on children's literature, many beautifully illustrated books for children by well known illustrators, lists of children's books, etc. Many of the government's reports are catalogued, such as the U. S. Department of Agriculture, Farmers' Bulletins, U. S. Commissioner of Education, etc.

The library is open daily during school hours, and on Saturday mornings.

General Course in Library Methods

MARY B. DAY, LIBRARIAN

The modern curriculum demands that, for successful school work, the library must be used by teachers and pupils. The laboratory method of instruction makes the library the vital center of the school course of study. Educators are coming to require of teachers a first hand knowledge of books for children, and of sources of information. The teacher of to-day must know how to use a library intelligently, how to teach her classes to use it and must be able to direct the children's reading.

Since the library has become the supplement of the school course of study and the necessary laboratory of teacher and pupil, instruction in the schools in the use of the library is indispensable.

Elementary course in library science for normal school students and teachers who may have charge of small school libraries in rural communities and small towns.

The aim of the course is not to train librarians, but to acquaint teachers with library indexes and helps invaluable in the prepara-

tion of their work, to prepare them for selecting books for supplementary work, for directing the children's reading, and making the school library valuable to pupils.

The following is an outline of the course:

- A. Care and treatment of books—structure of a book, binding, repairing, etc.
- B. Intelligent use of a book—what may be learned from the title page—full title, information about the author, date, publisher, etc., what may be learned from the preface, table of contents, etc.,—aim, scope of work, subdivision of subject, value and use of index.
- C. Book selection.
- D. Card catalogue—use of card catalogue as the index to the library—arrangement of the catalogue; how to locate books; arrangement of books in library.

Description of catalogue from the standpoint of the user.

Objects of a dictionary card catalogue.

- 1. To enable a person to find a book of which either—
 - (a) the author is known.
 - (b) the title is known.
 - (c) the subject is known.
 - 2. To show what the library has—
 - (a) by a given author.
 - (b) on a given subject.
 - (c) in a given kind of literature.
 - 3. To assist in the choice of a book—
 - (a) as to its edition.
 - (b) as to its character.
- E. Classification system and book numbers. Short account of the growth of the Dewey Decimal Classification system, which is used in 80 per cent of the libraries in the U. S. Its scope, advantages and disadvantages. Explanation in detail of the "second summary." Each student to have a typewritten copy.

F. Reference books. Merits, scope and characteristics of the reference books in the library.

1. Encyclopedias.—New International.
Britannica, 11th edition.
Monroe, Cyclopedia of Education.
Americana.
Champlin.
Bailey, Cyclopedia of American Agriculture, etc.
What are the essential qualities in a modern encyclopedia.
2. Dictionaries.—Century.
Webster.
Standard.
3. Handbooks, yearbooks, etc.
Britannica Yearbook.
Chicago Daily News Almanac.
Who's Who.
Who's Who in America.
World Almanac, etc.
4. Indexes.
Periodical—Poole's Index—Reader's Guide.
"A. L. A." index to general literature.
Salisbury & Beckwith, Index to Short Stories.
Granger, Index to Poetry and Recitations, etc.

G. Special subjects, such reference books as, Baker, Guide to the Best Fiction.

Baedeker's guide books for various countries.

Biographical Dictionaries—Century Book of Names, Appleton's Cyclopedia of American Biography, National Cyclopedia of American Biography, etc.

Chambers, Books of Days.

Harper's Dictionary of Classical Literature and Antiquities.

Moulton, Library of Literary Criticism.

Walsh, Curiosities of Popular Customs, and of Rites, Ceremonies, etc.

H. Periodical literature—Its value and scope, as current literature, as reference works, when bound.

I. Children's literature.

1. History of children's books.
2. Selection of children's books.
3. Books on children's literature.
4. Valuable lists for the teacher.
5. Famous illustrators of children's books—Walter Crane, Jessie Wilcox Smith, Howard Pyle, Kate Greenaway, etc.
6. Story-telling—adaptation of stories—what constitutes a good story—selection and presentation of stories.

J. Organized library factors.

National. Congressional Library, N. E. A. American Library Association, U. S. Bureau of Education.

State. State Library, State Library Commission, State Teachers' Association, State Historical Society, State University Library, Traveling Libraries, etc.

Rural. State library schools, State library laws, rural post.

Civic. Public library, special libraries, endowed, city library associations, city teacher's associations.

K. Preparation of a bibliography.

PERIODICAL LIST FOR 1914

The following magazines are received in the Wheeler Library:

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|-------------------------------|--------------------------------|
| American Library Association | Dial |
| Book-list. | Edinburg Review |
| Advocate of Peace | Education |
| American Boy | Educational Bi-Monthly |
| American Carpenter and | Educational Review |
| Builder | Elementary School Teacher |
| American Educational Review | Fliegende Blätter |
| American Historical Review | Fortnightly Review |
| American Journal of Psychol- | Garden Magazine |
| ogy | Gleanings In Bee Culture |
| American Magazine | Good Housekeeping |
| American Mathematics | Harper's Monthly |
| American Physical Education | Harper's Weekly |
| Review | House Beautiful |
| Annals of the American Acad- | Independent |
| emy | International Studio |
| Annals of the American Acad- | Johns Hopkins University |
| emy, supplement | Studies |
| Annals, Politiques et Litter- | Journal of Education |
| aires | Journal of Educational Psy- |
| Arts and Decoration | chology |
| Arts and Progress | Journal of Geography |
| Association Men | Journal of Illinois State His- |
| Association Monthly | torical Society |
| Atlantic Monthly | Kindergarten Review |
| Blackwoods Magazine | Kolnische Zeitung |
| Bookman | Ladies' Home Journal |
| Book Review Digest | Library Journal |
| Boston Cooking School Maga- | Life |
| zine | Literary Digest |
| Breeders' Gazette | Little Folks |
| Bulletin of the American Geo- | Living Age |
| graphical Society | London Times |
| Century Magazine | McClure's Magazine |
| Chautauqan | Manual Training Magazine |
| Classical Journal | Mind and Body |
| Classical Philology | Missionary Review |
| Contemporary Review | Musical Courier |
| County Life in America | Nation |
| Craftsman | National Geographic Magazine |
| Cumulative Book Index | Nature Study Review |

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|---|--------------------------------|
| New England Magazine | St. Louis Republic |
| Nineteenth Century | St. Nicholas |
| North American Review | Saturday Evening Post |
| Outing Magazine | School and Home Education |
| Outlook | School Arts Book |
| Overland | School News |
| Pedagogical Seminary | School Review |
| Popular Electricity | School Science and Mathematics |
| Popular Mechanics | Scientific American |
| Popular Science Monthly | Scientific American Supplement |
| Primary Education | Scribner's |
| Primary Plans | Survey |
| Printing Art | Teachers' College Record |
| Psychological Bulletin | Technical World |
| Psychological Review | Torrey Botanical Club Bulletin |
| Public Libraries | Tribune, Chicago Daily |
| Publisher's Weekly | Vocational Education |
| Quarterly Review | Western Teacher |
| Reader's Guide to Periodical Literature | Westminster Review |
| Review of Reviews | Woman's Home Companion |
| Rural Education | World's Work |
| | Youth's Companion |

STUDENTS 1913-1914

The catalog for 1913-1914 was issued in May, but the supply was soon exhausted, and it became necessary to have a second edition printed. This second edition is like the first, except that the roster of students has been omitted. The following summary gives the number of students enrolled in the various departments of the institution:

General Summary Normal and Academic Departments

Summer Session,	1913	Normal and Third and Fourth Years High School.....	482
Fall Term,	1913	Normal and Third and Fourth Years High School.....	481
Fall Term,	1913	First and Second Years High School.	102
Winter Term,	1914	Normal and Third and Fourth Years High School.....	511
Winter Term,	1914	First and Second Years High School.	86
Spring Term,	1914	Normal and Third and Fourth Years High School.....	742
Spring Term,	1914	First and Second Years High School	78
			<hr/> 2482
Names counted more than once			1024
			<hr/>
Number of individual students enrolled during the year ex- clusive of Training School..			1458

Training School (Grades 1-8)

Summer Session	1913	.....	72
Fall Term,	1913	.....	183
Winter Term,	1914	.....	166
Spring Term,	1914	.....	169
			<hr/> 590
Names counted more than once			358
			<hr/>
Number of individual students in Training School.....			232
Entire enrollment of individual students in all Departments.			1690

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